

# English Reader

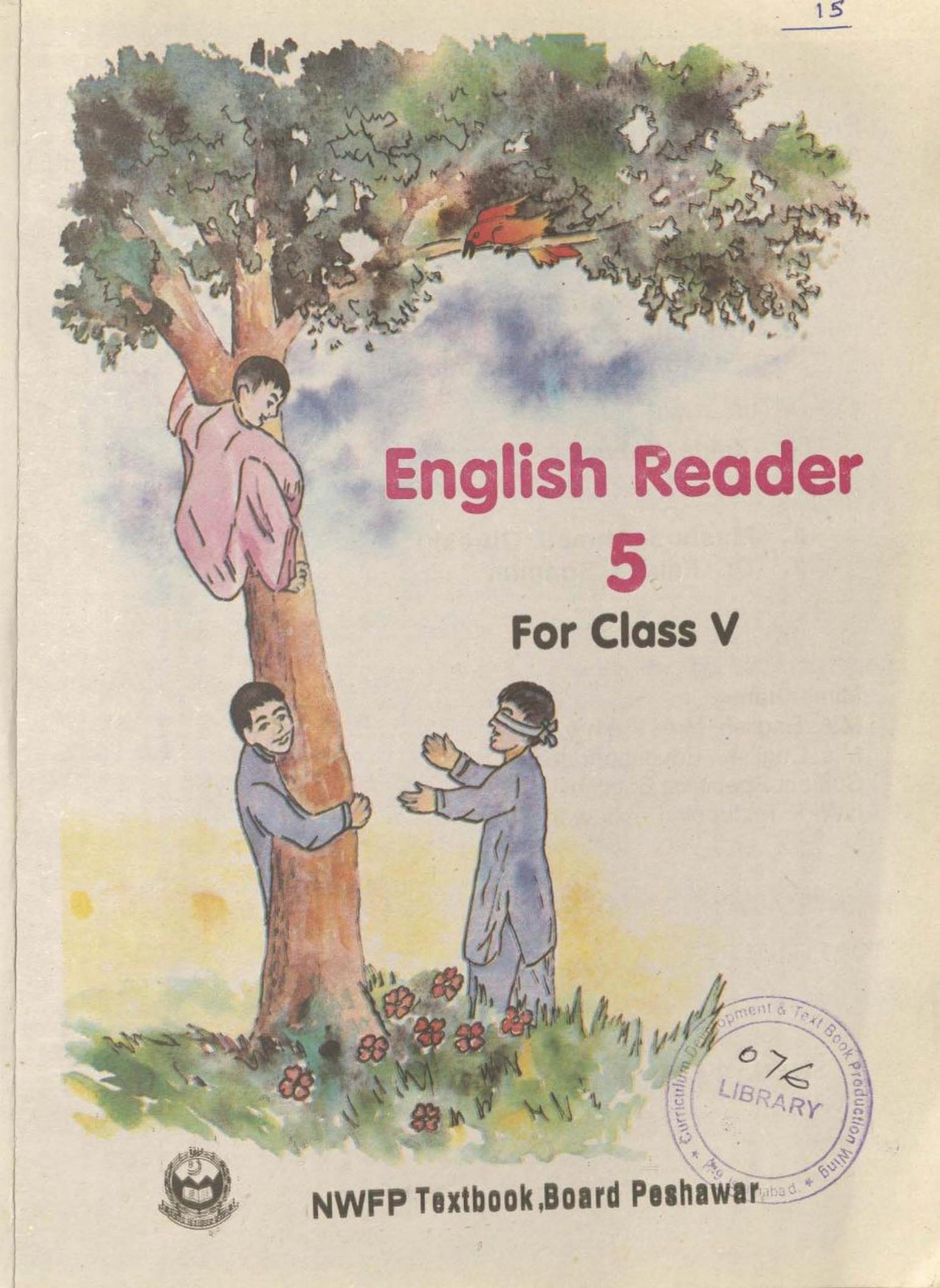
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For Class V



N W F P Textbook Board, P





# English Reader

# 5

## For Class V

NWFP Textbook Board Peshawar



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## 1.1 After the Holidays

## Oral: Greetings

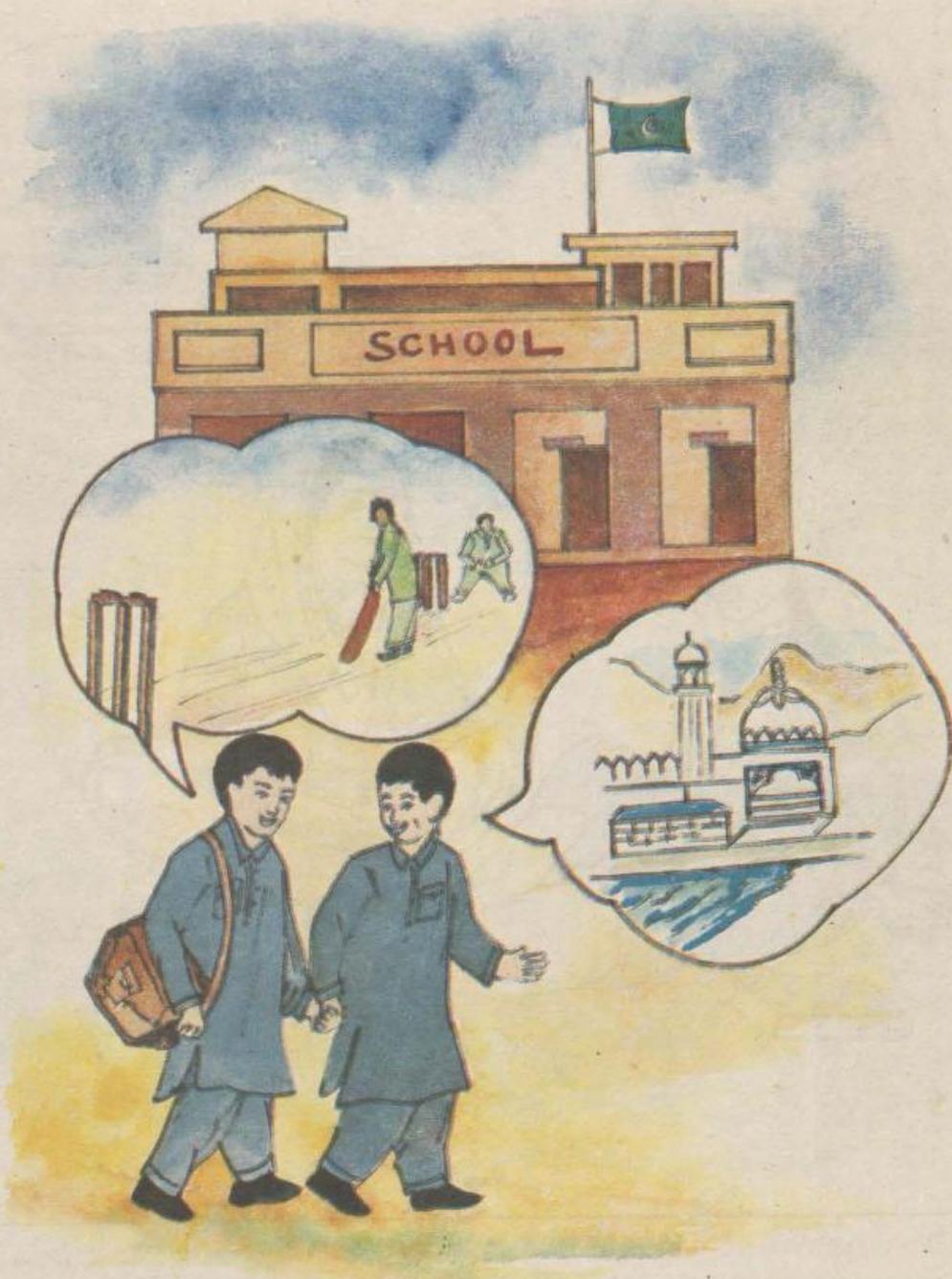
**Asad:** Hello, Samad! What did you do in the holidays?

**Samad:** I played a lot of cricket. What did you do?

**Asad:** I went to Abbottabad to visit my grandmother.

**Samad:** Oh, what a fun! Did you see the Ilyasi Mosque?

**Asad:** Yes, I did. It is beautiful!



**Yasmin:** Hello, Saba! How were your holidays?

**Saba:** Great fun! I read a lot of stories. What about you?

**Yasmin:** I learned to make clay toys.

**Saba:** That's great! Please show them to me tomorrow.



*Teacher's note: Encourage students to repeat the dialogue with each other. For practice change names places and activities in the dialogues. After enough practice ask pairs to come up and repeat the dialogue.*

Memna was a soft, white, little lamb. One day, he wanted to drink some water, so he went to the nearby pond. Suddenly the big, bad wolf called Gurg, came along.

**Gurg:** What are you doing, Memna?

**Memna:** I'm very thirsty so I'm drinking some water.

**Gurg:** This is my pond and my water. You're drinking my water.

**Memna:** No, it's everybody's pond and everybody's water.

**Gurg:** No, no! It's all mine. I'll punish you for drinking from my pond. I'll come back to eat you in the evening.



10 Poor Memna felt very upset and frightened. He was sitting on his doorstep and crying. The fluffy, black cat Mano passed by.

**Mano:** Why are you crying, Memna?

**Memna:** The big, bad wolf is angry with me. He's coming to eat me in the evening.

16 **Mano:** Don't worry, I'll help you.

Mano went inside and sat on the table.



20



Memna kept on crying. The fat, black dog, Moti, passed by.

**Moti:** Why are you crying, Memna?

**Memna:** The big, bad wolf is angry with me. He'll come to eat me in the evening.

**Moti:** Don't be upset. I'll help you.

He went inside and hid behind the door.

25

**Memna** was still crying. Aspa, the big, brown mare, passed by.

**Aspa:** Why are you crying, Memna?

30 **Memna:** The big, bad wolf is coming to eat me in the evening.

**Aspa:** Don't cry. I'll help you.

She went and stood near the pond.



In the evening, Gurg came to Memna's house.

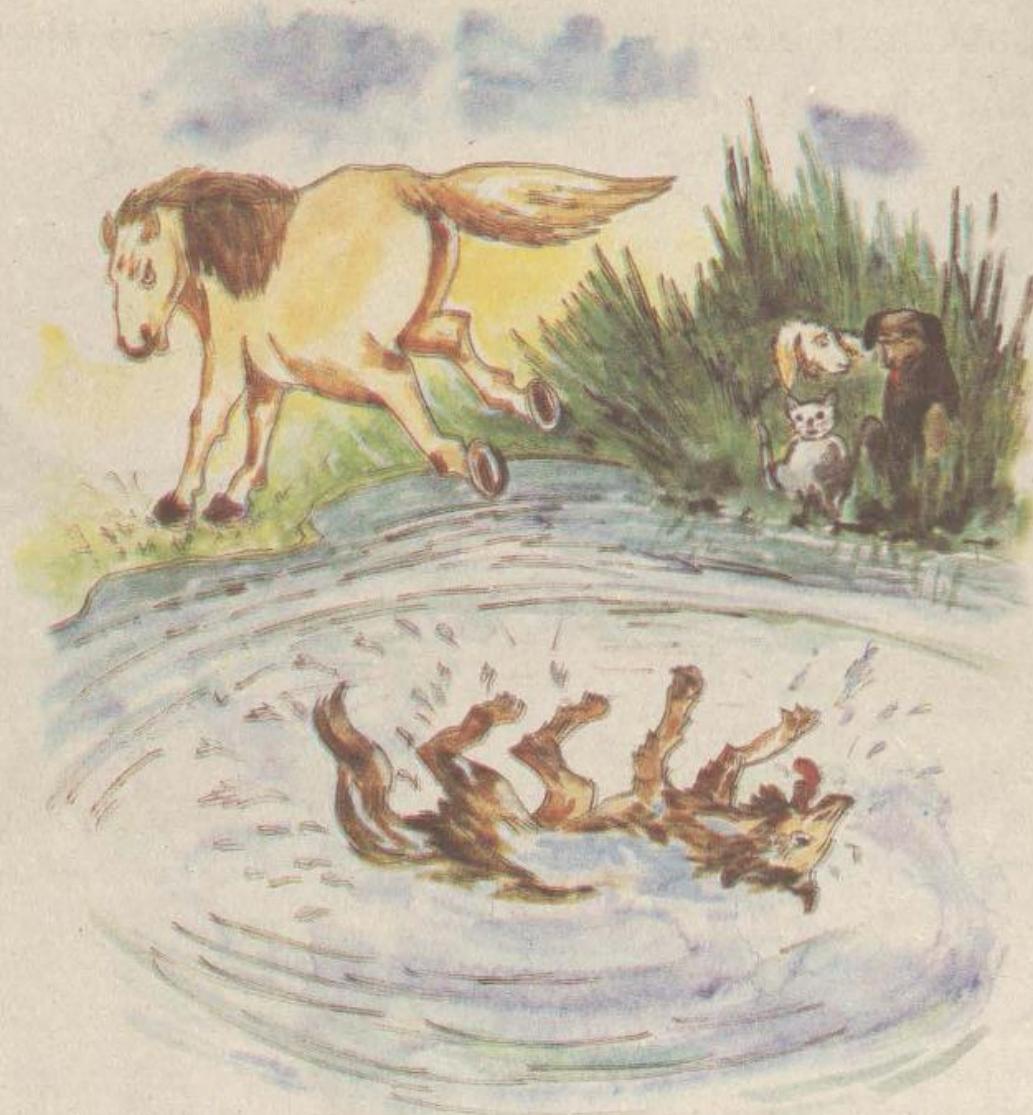
35 **Gurg:** Ha! Ha! Ha! Where are you, Memna? I've come to eat you.

He went past the table and Mano scratched his face. He ran to the door and Moti bit him on the ear.



## 1.2 I'll Help You Reading comprehension

He ran outside and Aspa gave him a big kick. Gurig fell into the pond and drowned.



40 Memna came out from behind the bushes.

**Memna:** Thank you, Mano, Moti and Aspa. Thank you very much!

**Mano:** My pleasure.

**Moti:** Don't mention it.

45 **Aspa:** That's all right.

So Memna, Mano, Moti and Aspa all lived happily ever after. They drank from the pond whenever they were thirsty.

**Exercise 1:** Read the text and write down the names of all the characters in the story.

**Exercise 2:** Read the text and fill in the blanks:

Example: Memna was a soft, white lamb.

Mano was a \_\_\_\_\_

Aspa was a \_\_\_\_\_

Gurg was a \_\_\_\_\_

Moti was a \_\_\_\_\_



**Exercise 3:** Read the text carefully and write down who said these words:

Example: No, no! It's all mine. Gurg, the big, bad wolf.

1. Don't be upset. I'll help you. \_\_\_\_\_
2. Don't cry. I'll help you. \_\_\_\_\_
3. Don't worry. I'll help you. \_\_\_\_\_
4. The big, bad wolf is coming to eat me. \_\_\_\_\_
5. I want to eat you. \_\_\_\_\_

*Teacher's note: 1. Ask students to tell the story to each other. 2. Divide children into groups of five and give them dialogues of Memna, Mano, Moti, Aspa and Wolf. You can make paper masks and role play the story.*

**Exercise 4:** Read the text and put a tick (✓) mark for a true statement and a cross (✗) for a false one.

Example: Gurg was crying.

✗

Memna was a big, black cat.

Memna drank some water.

Aspa scratched Gurg's face.

Moti bit Gurg's leg.

Mano drowned in the pond.



**Exercise 5:** What do the following words refer to in the text?

Example: In line 1, 'he' refers to Mamna

In line 6, 'My' refers to.....

In line 9, 'You' refers to.....

In line 25, 'He' refers to.....

In line 37, 'Him' refers to.....

**Exercise 6:** Write complete sentences by looking at the pictures in the story and using the words given below:

drinking    hiding    standing    sitting

*Example:* 1. Memna is *sitting* on the doorstep.

2.....

3.....

4.....

5.....



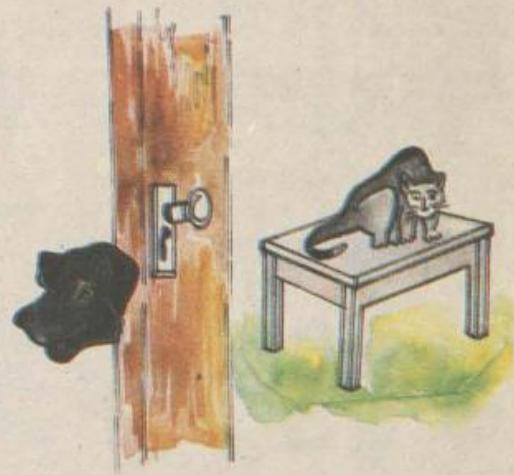
**Exercise 7:** Do you know that:

**it + is = It's**

**they + will = they'll**

**Now match the words in the columns below.**

It will	I'll
I am	don't
that is	I've
I will	we'll
do not	he's
I have	it'll
we will	you're
he is	I'm
you are	that's



## 1.3 Making a Bed-sheet Present Continuous

**Zeenat:** Hello, Seema! What are you doing?

**Seema:** I'm helping my grandmother to make a bed-sheet.

**Zeenat:** How do you do that?

**Seema:** First we gather pieces of different colours of cloth.

Then we cut the pieces of cloth. See, grandmother is cutting some.

**Zeenat:** Yes, she's cutting them in different shapes.

**Seema:** And mummy is stitching the pieces together.

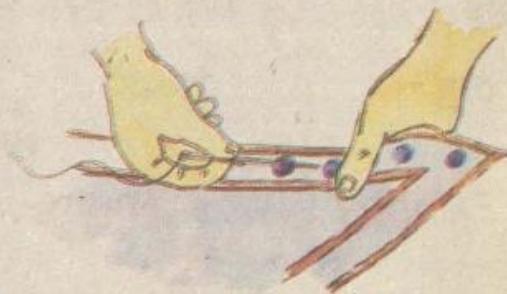
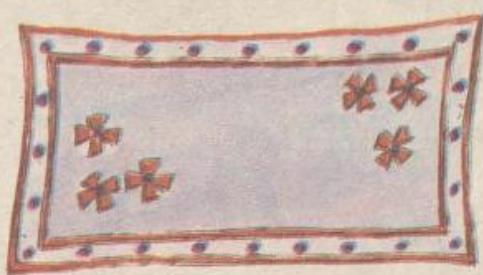
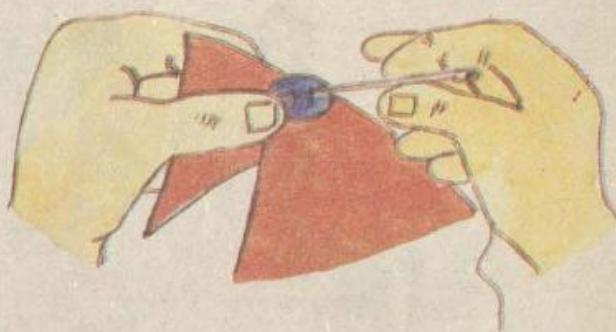
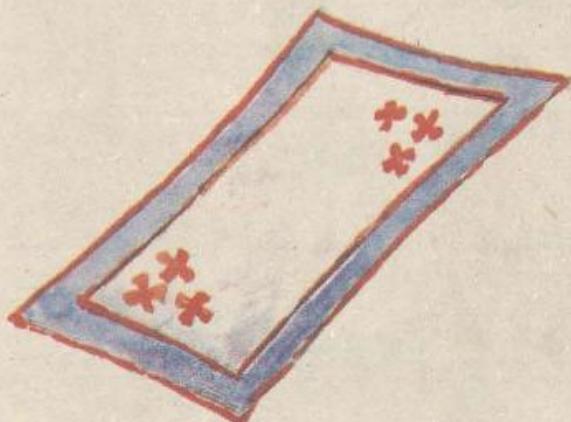
**Zeenat:** Oh, this looks pretty.



*Teacher's note: You can also focus one lesson on using words like 'first', 'then', 'after', for further practice.*

### 1.3 Making a Bed-sheet      Structure Practice

**Exercise 1:** Read the text on page 10, then number these pictures in the correct order.



*Teacher's note: Ask some students to act out the different tasks. Then let the class guess which task each student is performing.*



### Exercise 2: What are these people doing?

dig	drink	sit	carry
play	reap	cook	

Example: Two men are **reaping** the crop.

The farmer	a bundle of sticks.
Two boys	the ground.
An old man	water.
The children	under a tree.
A woman	food.
Some women	on the cart.

### 1.3 Word Pairs

### Exercise

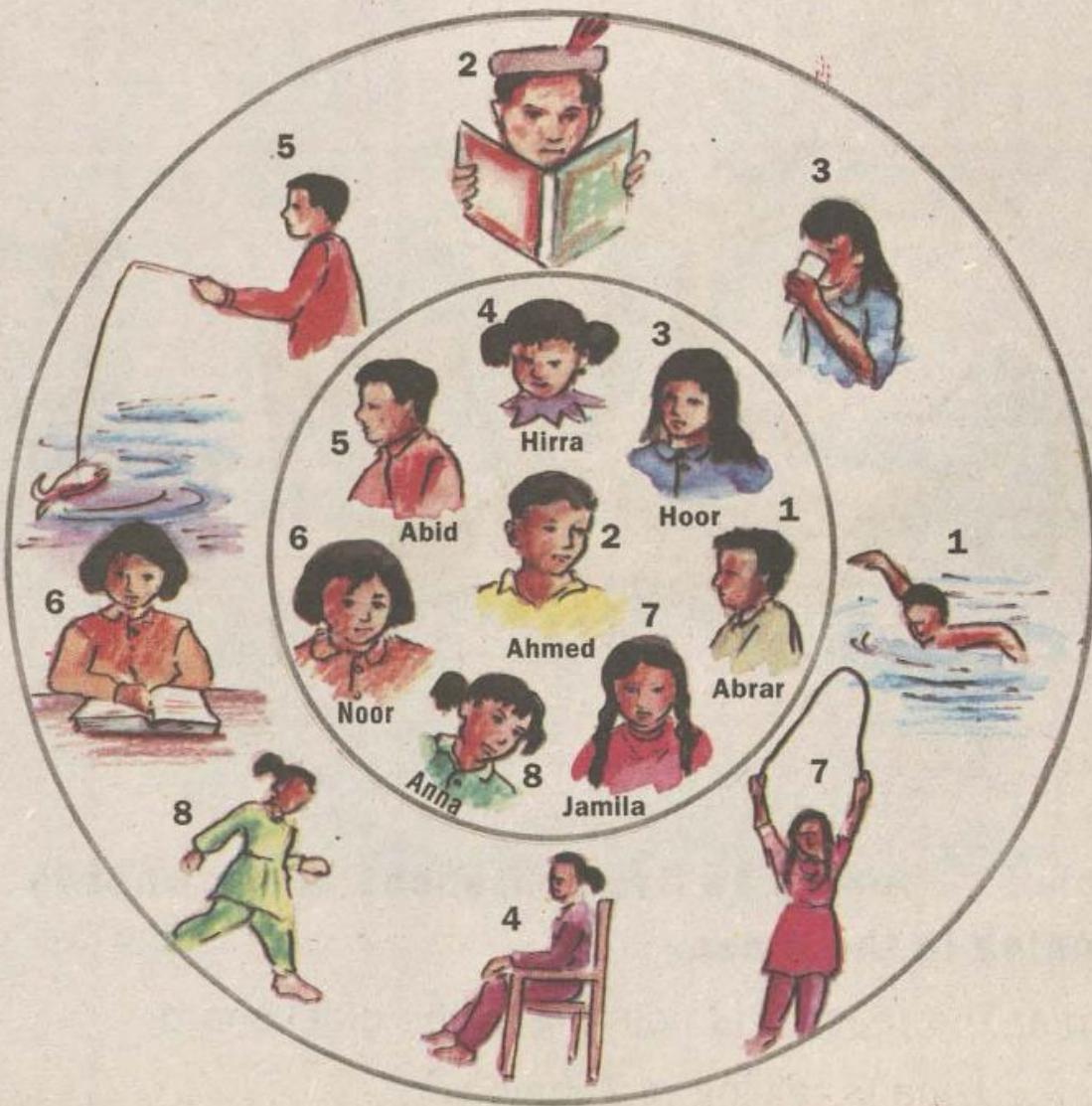
**Exercise 3:** Match the number in the outer circle with the number in the inner circle and find out what each child is doing. Then write sentences about each child and his or her activity.

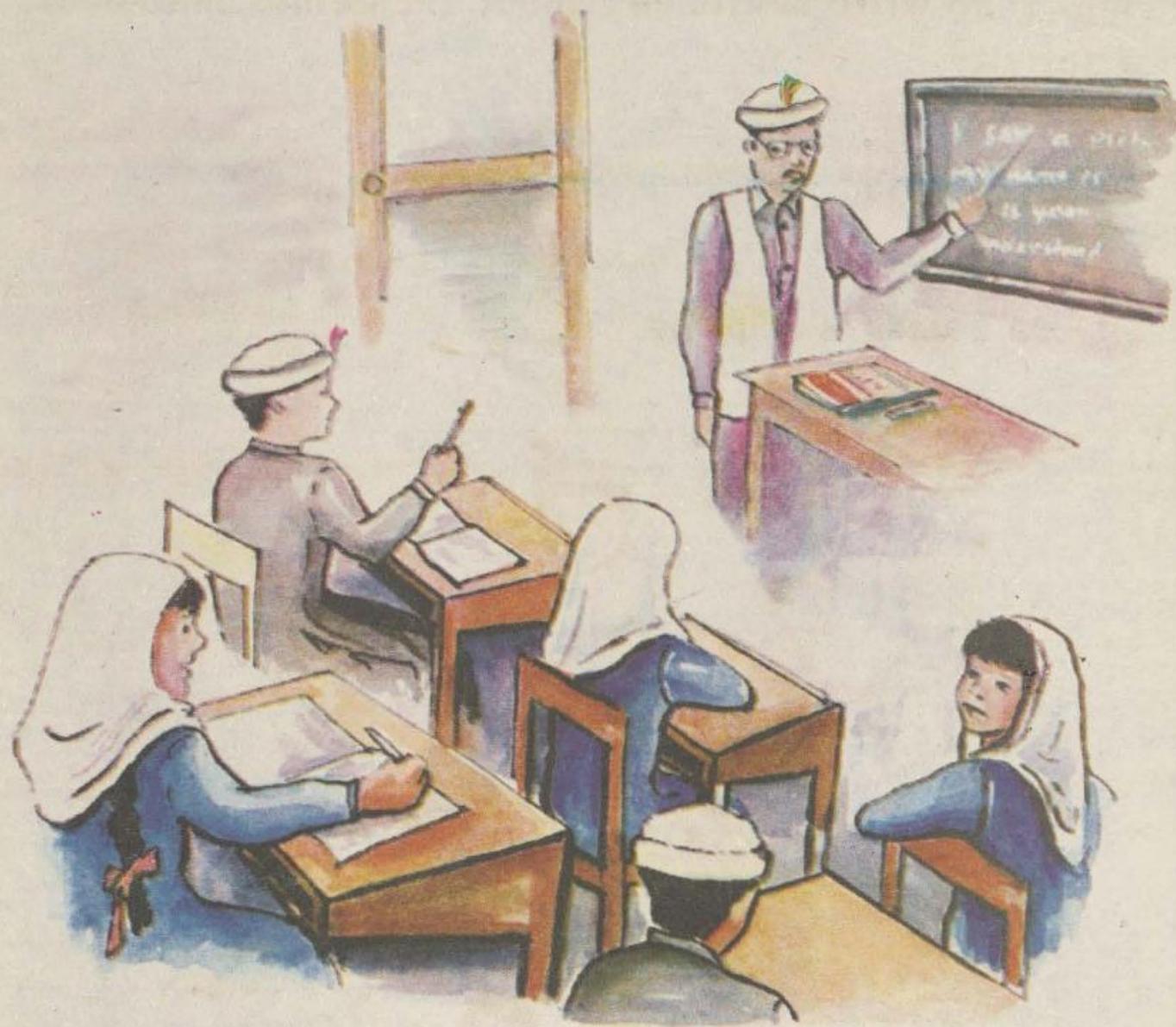
Example:

Number 7 in the inner circle is Jamila.

Number 7 in the outer circle is skipping.

Sentence: Jamila is skipping.





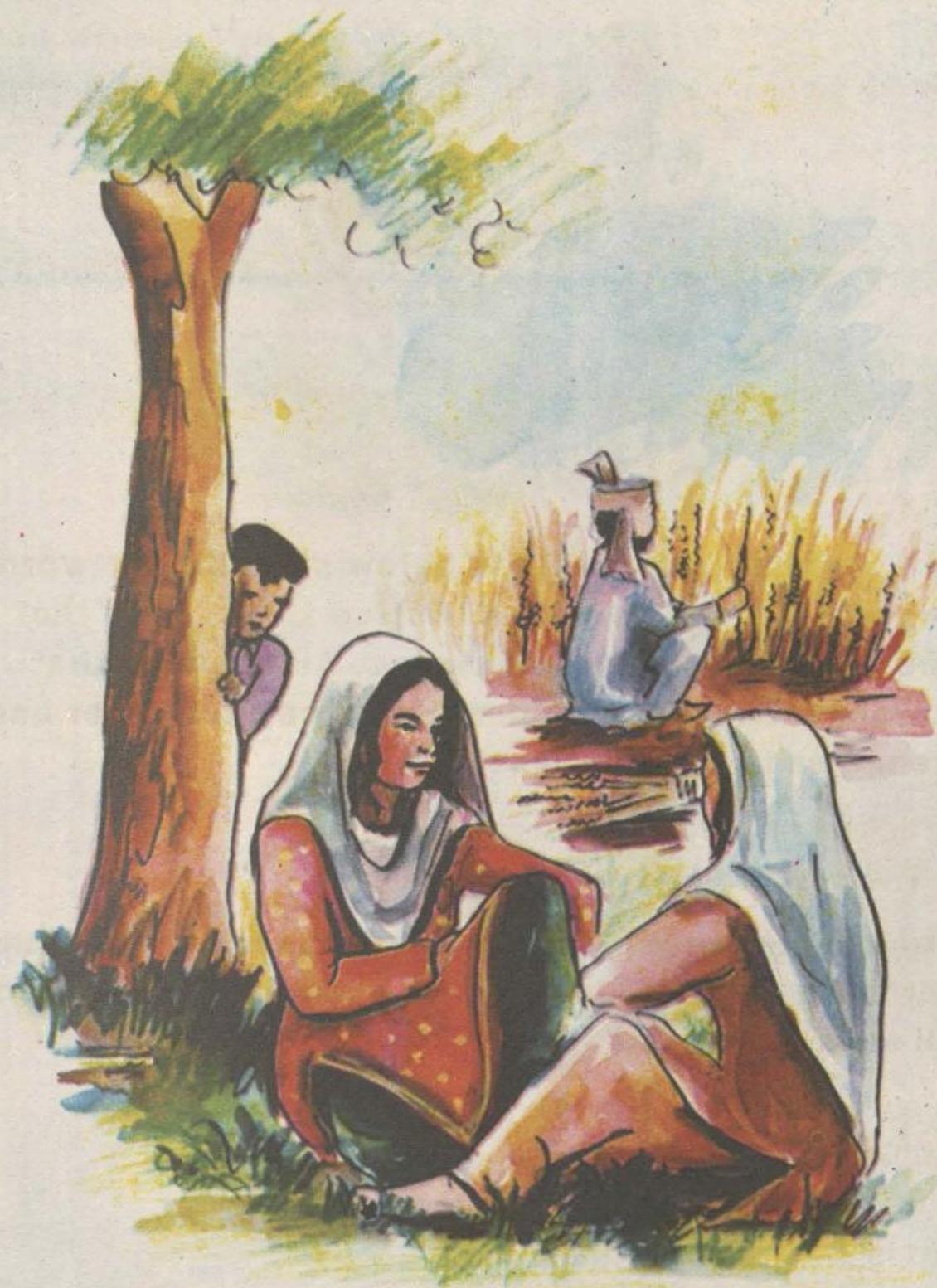
**Exercise 4: Now write five sentences about what is happening in the class.**

*Example:* The teacher is pointing at the blackboard.

Uzma is talking to Zubaīda.

### 1.3 On the farm

### Word order



*Teacher's note: Ask the students to look at the picture carefully and write as many sentences as they can about what is happening on the farm.*



**Exercise 5:** In the example given below see how the words are arranged to form a sentence. Notice the use of "the" before the names of things and places. Also notice that the first word in sentence begins with a capital letter and the sentence ends with a full stop.

Example: field running the across cow is the

**The cow is running across the field.**

Now re-arrange the words given below into meaningful sentences. Remember that a sentence begins with a capital letter and ends with a full stop.

1. is cow chasing boy the
2. climbing boy is the tree a
3. women are tree sitting the under the
4. crop is The farmer reaping the
5. the flying birds sky the in are

*Teacher's note: This exercise is given to help students to understand the correct order of words. This is a common difficulty for Pakistani students. You can make many more such sentences yourself, taking them from any text. See inside of the back cover for the correct answers of this exercise.*

## 1.4 Helping chicks

## Guided writing

Look at these pictures and give names to the children.  
Then write a story about the children and their mother.  
Begin like this:

X and Y lived in a village with their mother. Every day ..... (use picture 1 to 2 for ideas).

One day when they were playing under the tree .... (use picture 4 to 8 for ideas).



Words in a dictionary are in ABC order. This is called alphabetical order. To put words into alphabetical order you sometimes need to look at the second or third letter as well as the first.

Read the text 'I'll Help You' in section 1.2 and copy the words beginning with the letter M or m.

---

---

---

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---

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---

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Now place the words in alphabetical order in the blanks provided below. The first word has been done for you.

1. **Mano** .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

**Exercise 1: Vocabulary: Make as many words as you can with the word:**

**goats**

*Example: goat, go, at, tag, to, .....*



**Exercise 2: Dictionary skills: Put the words in alphabetical order.**

*Example: a, ago, as, at, gas, goat, got, sat, tag, to*

**Exercise 3: Writing: Use as many of these words as you can in sentences.**

*Example:*

1. I go to school every day.
2. I go to school at seven o'clock.
3. I got a name tag at school today.
4. I sat with my friend in the school bus yesterday.

---

*Teacher's note: Kangaroo words can be used for language practice in many ways: building vocabulary, learning dictionary skills and providing word cues for writing practice. Use the kangaroo words that appear in all the units for similar exercises to those given above.*

## 1.5 Kangaroo words

## Study skills

Now do the same exercise with the word:

kitchen



## 1.6 A language game

## Irregular verbs

**Exercise:** Some words change when we talk of past events.

**Example:** do changes into did  
go changes into went  
see changes into saw

To play the game you need to match pack A cards with pack B cards:

**Pack A**

go
come
feel
hide
keep
run
bite
give
fall
drink
see
sit

**Pack B**

felt
drank
gave
sat
bit
fell
saw
ran
came
kept
hid
went



**Teacher's note:** This is a useful game that can be played whenever the children need to learn irregular verbs. (1) Ask the children to make flash cards with these words using any card papers from packs of biscuits. You need as many sets of packs A and B as the number of groups in the class room. (2) Divide the class into groups of four or six. (3) Ask the group leaders, (i) to distribute pack A amongst the group members; and (ii) to mix the cards in pack B (5) If the players find a word card that matches one of their cards, they can keep it. If not, they must put it back. The player who finishes his/her cards first is the winner.

I have a parrot.  
His name is Mian Mithu.  
He's green in colour  
And has a red beak.  
He likes eating guava and chilli,  
And when I am bored  
He sings to me  
'Te te te te te'  
And when I go to bed  
I listen to Mian Mithu  
And go into a deep, deep sleep.  
I like my Mithu singing to me.

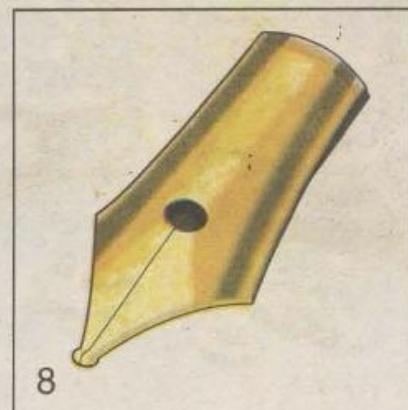
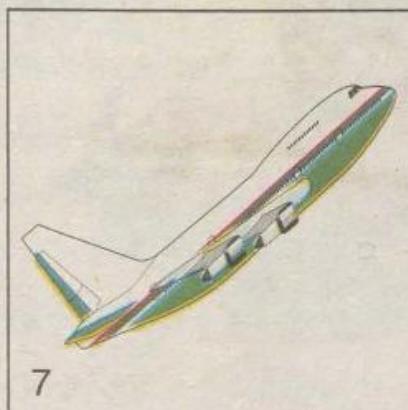
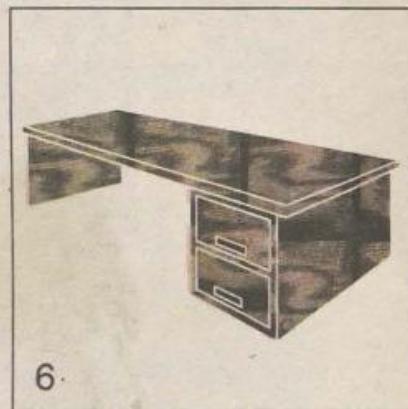
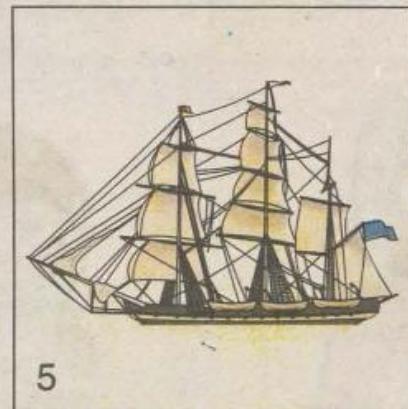
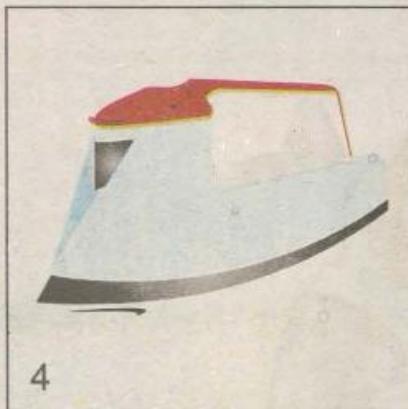
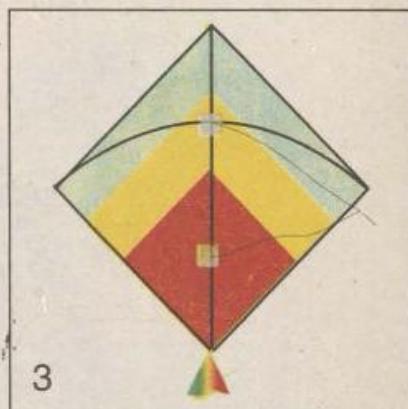
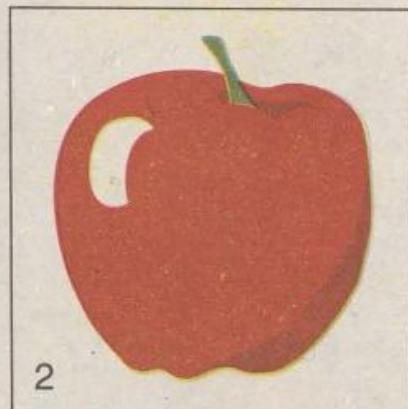
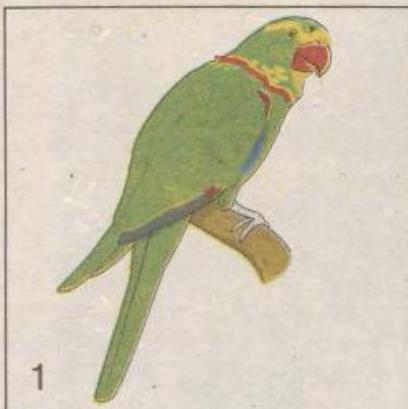


*Teacher's note: This section is for fun. Ask the students to recite the poem and draw a picture of any bird they like. Get them to colour the picture and talk about it.*

## 1.6 Country quiz

Fun

**Exercise 1:** Write the names of the objects in the pictures below.



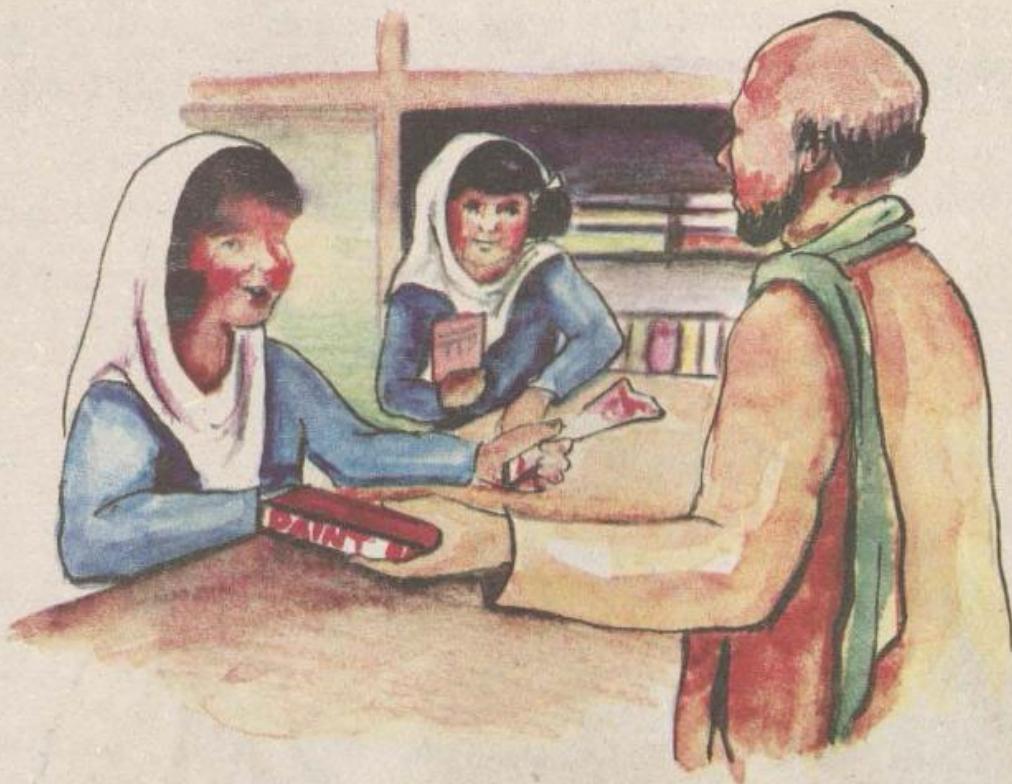
**Exercise 2:** Arrange the first letter of each object to get the name of a country

--	--	--	--	--	--	--	--

She sells seashells by the seashore.



*Teacher's note: Tongue twisters are fun for children. They are also a challenge for them. Our children in Pakistan like to learn things by heart and tongue twisters provide that opportunity as well as fun. Encourage children to learn the tongue twister by heart. Then ask them to say it aloud without making a mistake. Next, ask them to increase their speed each time they say the tongue twister and to do it as fast as they can, without making any mistake.*



**Safia:** I want to buy a story book.

**Maria:** I want to buy a colour box.

**Safia:** Let's go to the shop.

**Shopkeeper:** Can I help you?

**Safia:** Yes, please. May I have that English story book.

**Shopkeeper:** Here you are. This one costs twenty rupees. What about you?

**Maria:** Can I have that big colour box?

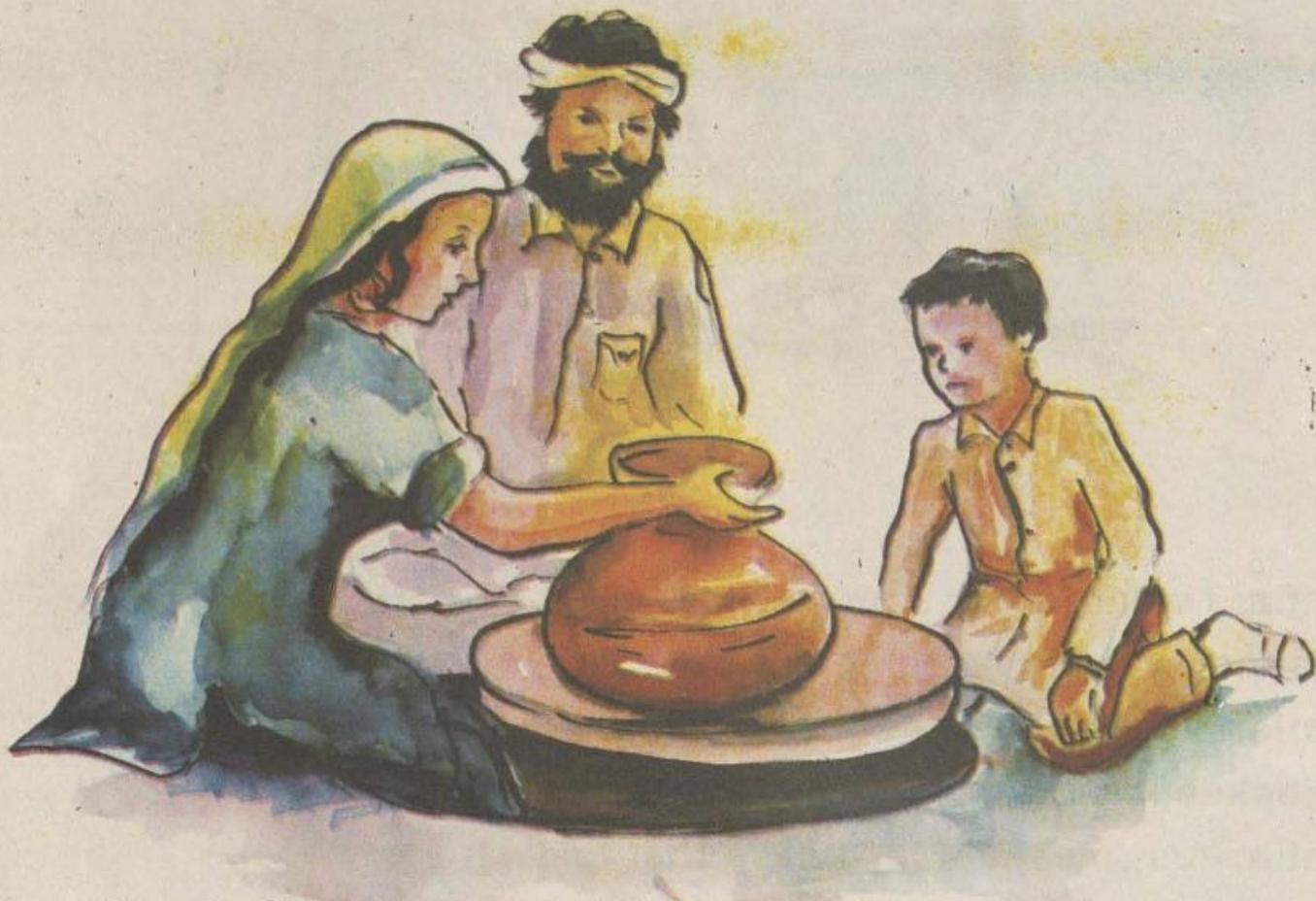
**Shopkeeper:** This is also for twenty rupees.

**Maria:** Thank you. Here's the money.

**Safia:** Here are twenty rupees for the story book.

*Teacher's note: Setup a shop with books, pencils, paint boxes and any other items that the children have got. First practise the dialogue as it is, then change the names and objects and prices. Encourage the students to role play as shopkeeper and customers.*

## 2.2 Pottery Making Reading comprehension



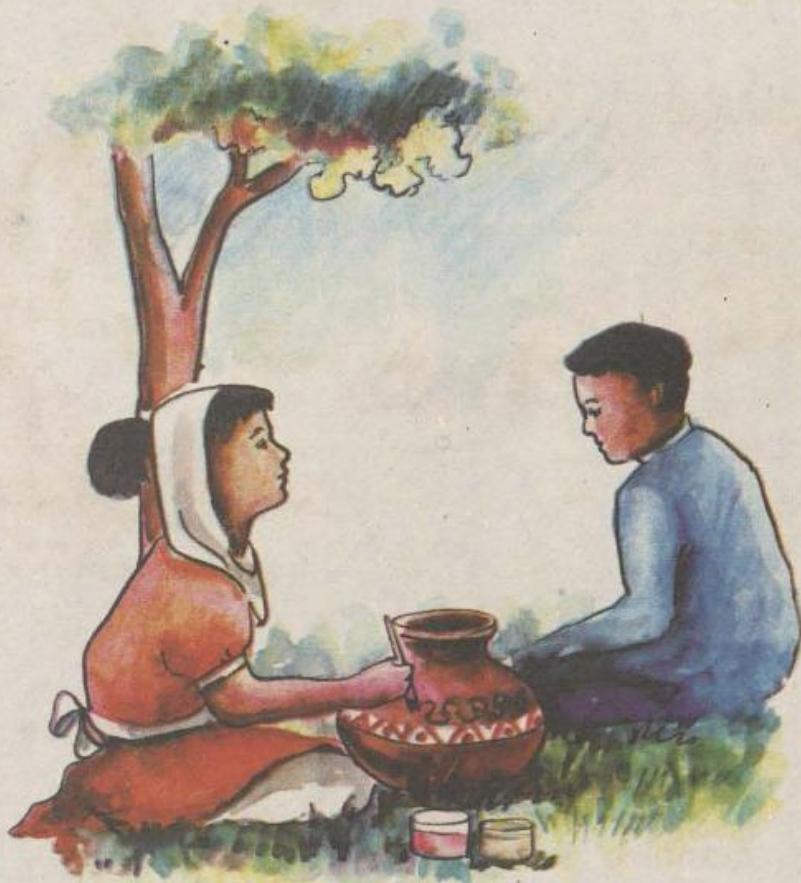
My aunt Sakina and uncle Jamal are potters. One day, I went to visit them.

Aunt Sakina was shaping a pot on the potters' wheel. She pushed the wheel. It went round and round. While the wheel was moving round, she shaped the pot with both hands. How smooth and lovely was her movement!

## 2.2 Pottery Making Reading comprehension

Some pots were drying outside in the sun. My cousin Zeenat was sitting under the mulberry tree nearby. She was making patterns on a pitcher with a pointed brush.

10 She said, "Hello Afzal, I'll come and play with you in a while. I have to make the pattern before this pitcher is dry."



My cousin Saleh said, "I want to play with you also. But I must finish colouring this bowl first."

15 Uncle Jamal said, "Okay, I'll take Afzal to see our kiln in the meantime." The kiln was outside. It was about 3 meters high and 6 meters wide. A little smoke was coming out from the kiln. Uncle Jamal said, "Afzal, do not go near. The kiln is very hot." I said, "What's inside?"

## 2.2 Pottery Making Reading comprehension



20 Uncle Jamal replied, "The pots are baking inside. They'll bake for three days. Then we'll take them to the market."

We were standing near the kiln when I saw Alam. He was coming towards us with his donkeys.

I asked Uncle Jamal, "What is Alam bringing?"

25 He said, "Alam is bringing some clay. Tomorrow I'll make some paste with the clay and then your aunt will use the paste to make some toys".

*Teacher's note: Ask your students to look for regular and irregular verbs and add them to your pack of cards as in Unit 1.6 page 21 and then replay the game.*

**Exercise 1: Read the text and write down all the words beginning with capital letters.**

*Example:* In line 1, My, Sakina, Jamal, One and I, begin with capital letters.

**Exercise 2: Read the text and match column A with B.**

A	B
Afzal	was making patterns with the pointed brush.
Aunt Sakina	went to visit his aunt and uncle
Zeenat	was coming with the donkey.
Saleh	was painting a bowl.
Alam	was shaping a pot on the potters' wheel.

**Exercise 3: Read the text and complete the sentences to show how Uncle Jamal and his family made pottery.**

*Example:* First Alam brought some clay on the donkey cart.

Then Uncle Jamal made some.....

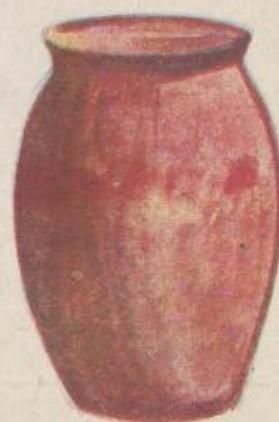
Next Aunt Sakina shaped the.....

After that she put the pots in the.....

And then Zeenat made some.....

Then Saleh coloured.....

Finally, Uncle Jamal put.....



### Exercise 4: What things are needed to do the following?

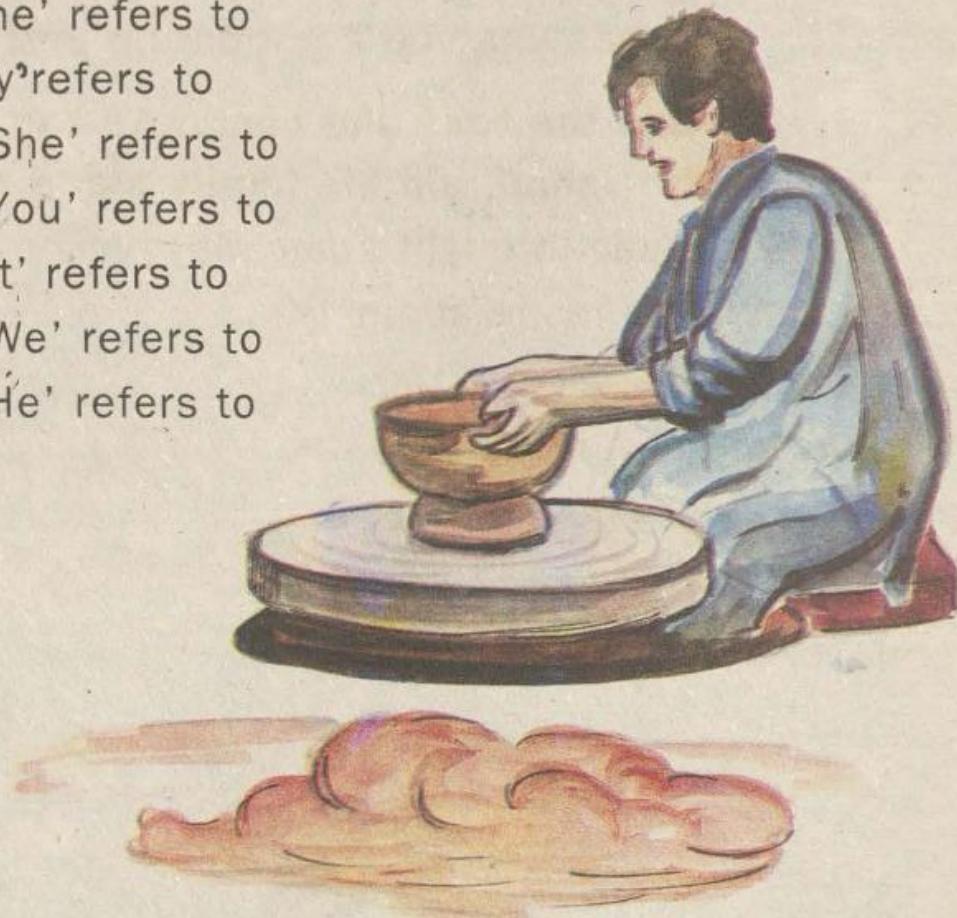
Example: To bring clay you need a donkey cart.

1. To make the paste
2. To shape the pots
3. To draw patterns
4. To bake the pots
5. To make the patterns look colourful

### Exercise 5: What do the following words refer to in the text?

Example: In line 3, 'She' refers to Aunt Sakina.

1. In line 5, 'She' refers to
2. In line 7, 'My' refers to
3. In line 10, 'She' refers to
4. In line 12, 'You' refers to
5. In line 15, 'It' refers to
6. In line 21, 'We' refers to
7. In line 22, 'He' refers to



Teacher's note: The answers are given on the inside back cover.

## 2.3 Robbers! Thieves!

## Past Continuous



Yasir woke up in the middle of the night. He heard some noise in the kitchen. Someone was walking about in there. In fact, three or four people were creeping about in different parts of the house. Someone was opening the cupboard in Mummy's bedroom. Another was saying "Hush! Be quiet!" Yasir got up slowly and looked out of the window. One man was standing near the door while another man was putting some things in a car. Yasir picked up his shoes and threw one at the car. He threw another at his parent's window. The robbers were so afraid that they ran away.

**Exercise 1:** Read the text and put a  for the correct statement or a  for an incorrect statement in the box provided.

Example: Someone was running about in the kitchen.

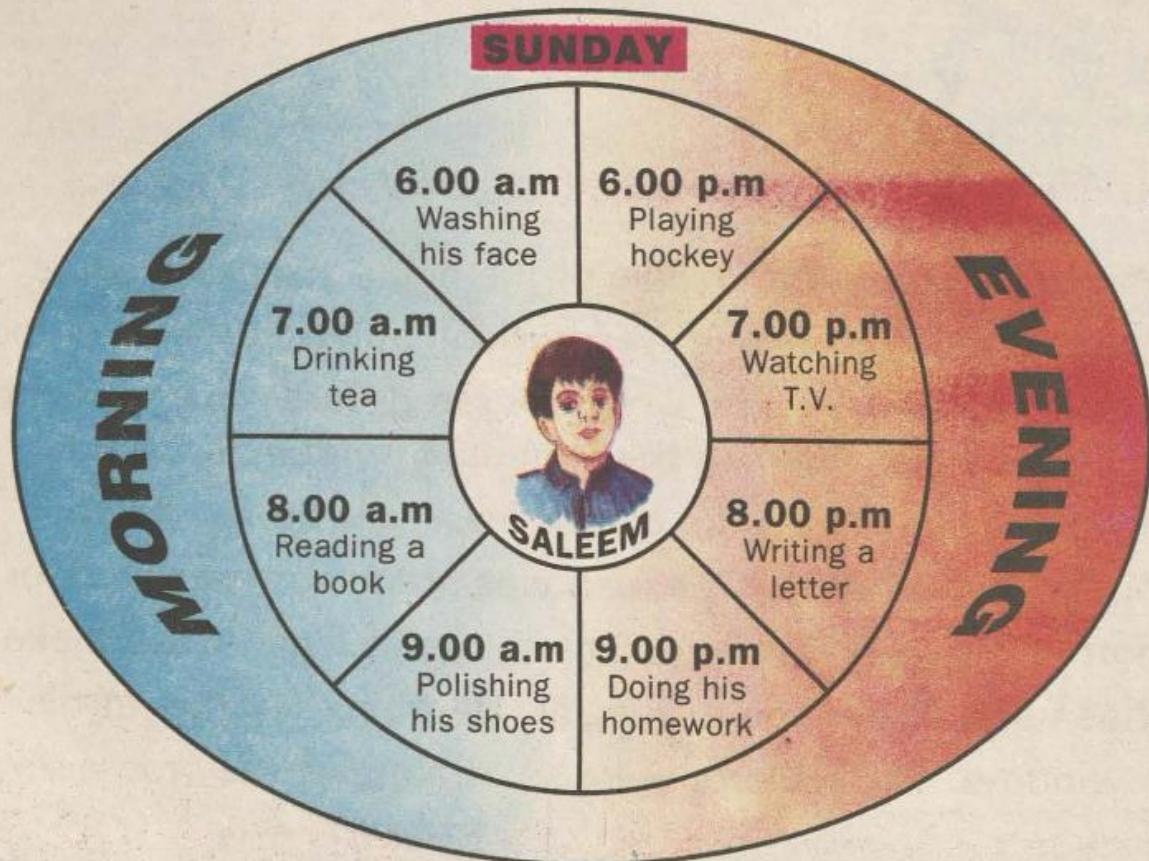
Someone was walking about in the kitchen.

1. Four people were sitting in different parts of the house.
2. One man was closing the cupboard in Mummy's bedroom.
3. Another was shouting 'Hush! Be quiet!'
4. One man was sleeping near the door.
5. Another man was putting some things in a car.

<input checked="" type="checkbox"/>
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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

**Exercise 2:** What was Saleem doing last Sunday? Look at the diagram and write out a sentence for each time given.

Example: At 6:00 a.m. he was washing his face.



## 2.3 What were you doing? Structure Practice

**Exercise 3:** Answer the following questions using the words given in brackets. As an example the first one has been done for you.

Question: What were you doing at 8:00, 10:00 and 11:00 o'clock yesterday morning?

Answer 1: I was going to school at 8:00 o'clock. (go to school)

Answer 2: 10:00 o'clock. (sit in my classroom)

Answer 3: (do my work)

Question: What was your mother doing at 12:30, 1:00 and 2:00 o'clock yesterday afternoon?

Answer 4: (cook food)

Answer 5: (wash dishes)

Answer 6: (sleep)

Question: What was your father doing at 5:00, 6:00 and 7:00 o'clock yesterday evening?

Answer 7: (work in the fields)

Answer 8: (walk home)

Answer 9: (have dinner)

**Exercise 4: Further practice:**

Ask your friend what he/she was doing at 9:00 o'clock yesterday morning.

Ask your friend what he/she was doing at 3:00 o'clock yesterday afternoon.

Ask your friend what he/she was doing at 7:00 o'clock yesterday evening.



**Exercise 5: Re-arrange the words given below to form correct sentences. Remember to use capital letters, full stops and commas.**

*Example: house was something everyone the doing in  
Everyone in the house was doing something.*

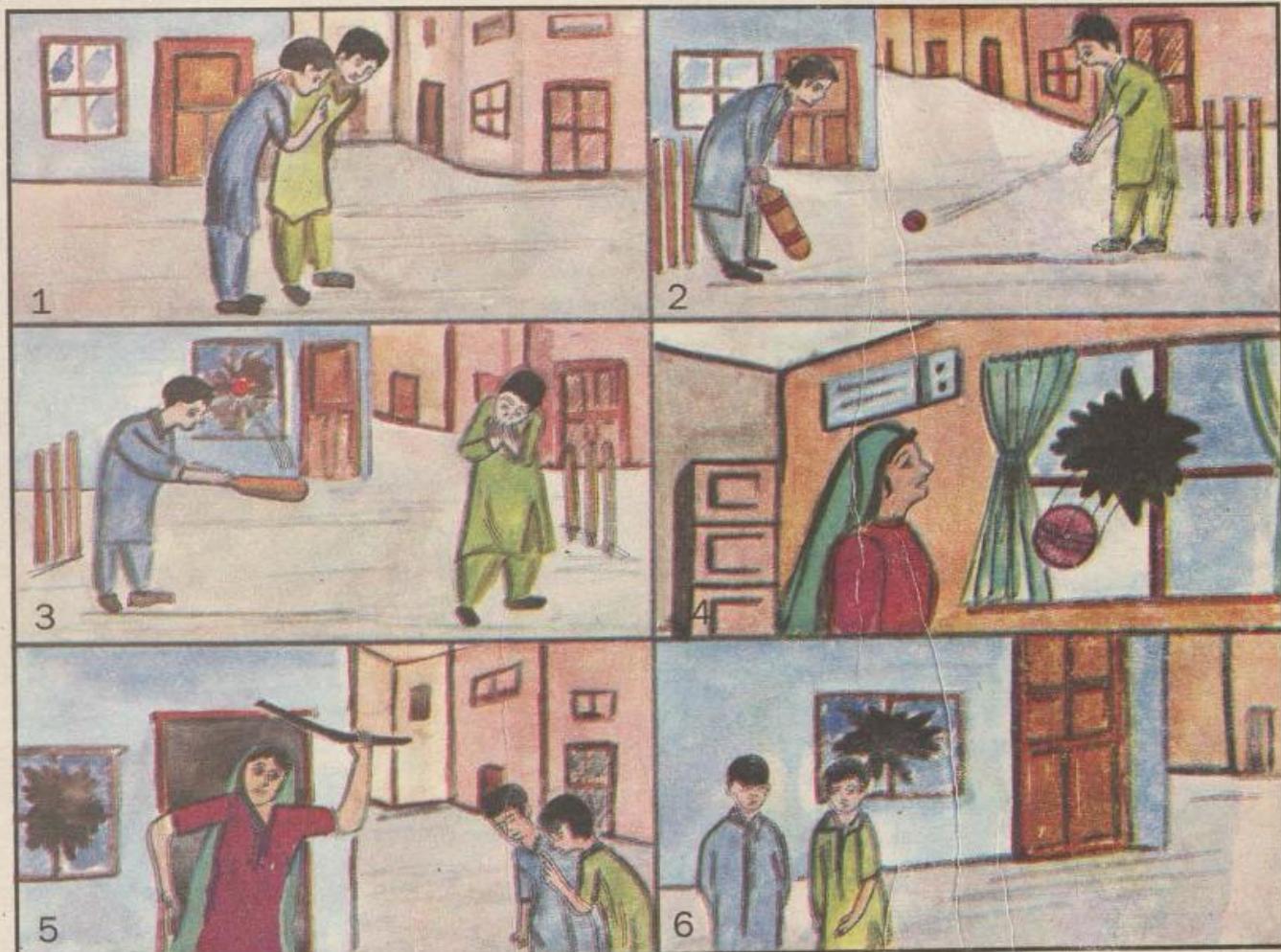
1. potatoes asma and onions was tomatoes cutting
2. washing mother cups was plates some and spoons
3. rani doll was with playinga.
4. putting and erasers masood pencils bag in book was his
5. bananas yasmin eating biscuits was toffees and

## 2.4 Two friends

## Guided writing

**Exercise 1:** Give names to the children in these pictures and complete the story. Begin like this: X and Y were next door neighbours. They were also good friends.

Now write about what happened one day. Write a few lines about each picture starting each sentence on a new line.



**Exercise 2:** Write three things which make your mother unhappy.

**Exercise 3:** Write three things which make your mother happy.

## 2.5 Study skills

## Letters

There are fourteen words beginning with the letter 'S' in the text 'Pottery making' in unit 2.2. Read the text and circle the words that begin with 'S'.

Write these words in alphabetical order on the snake below. Don't forget to look at the second and third letters to put the words in the correct order.



## 2.6 I did not eat Your Ice-cream

### Poem

I did not eat your ice-cream,  
I did not take your socks,  
I did not stuff your lunch box.  
With rubber bands and rocks

I did not hide your sweater,  
I did not dent your bike,  
It must have been my sister,  
We look a lot alike.



Tongue Twister

Double bubble gum bubbles double bubbles.

*See Teacher's note in Unit 1.6, page 22 and 24.*

## 2.6 Find the word

Fun

1. Find these words in the square given below:

collect sing write pain swim  
paint skip read sing run



S	K	I	P	A	B	C	D	E	W
F	G	R	U	N	H	I	J	E	K
L	M	N	O	P	Y	Q	S	R	S
P	T	U	U	A	W	W	X	Y	S
A	Z	A	L	B	C	R	D	E	W
I	F	P	G	H	I	I	J	K	I
N	L	M	N	O	P	T	Q	R	M
T	S	C	O	L	L	E	C	T	T
U	V	W	X	Y	Z	R	E	A	D
A	B	C	S	I	N	G	D	E	F

2. Now arrange the words in alphabetical order.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

### 3.1 Making a Mask Oral: Asking for information



**Hamid:** What are you doing?

**Seema:** I am making a mask.

**Hamid:** Can I make one?

**Seema:** Oh, yes! You can. It's very easy.

Take a piece of card-paper and make  
two holes for your eyes. Fix two  
rubber-bands on the sides to go round  
your ears.

**Hamid:** Can I colour it now?

**Seema:** Why not? You can paint the  
mask as you like. Make animals,  
funny faces or monster.



*Teacher's note: Ask the students to make masks in class and encourage them to speak English. Play a game of 'Guess Who?' by asking three students to go out of the room. One of them puts on the mask and comes back into the class. The students have to guess the name of the child wearing the mask.*

## 3.2 Zohra: A true story

## Reading

This is a true story of a little girl called Zohra. She wants to be a teacher when she grows up.

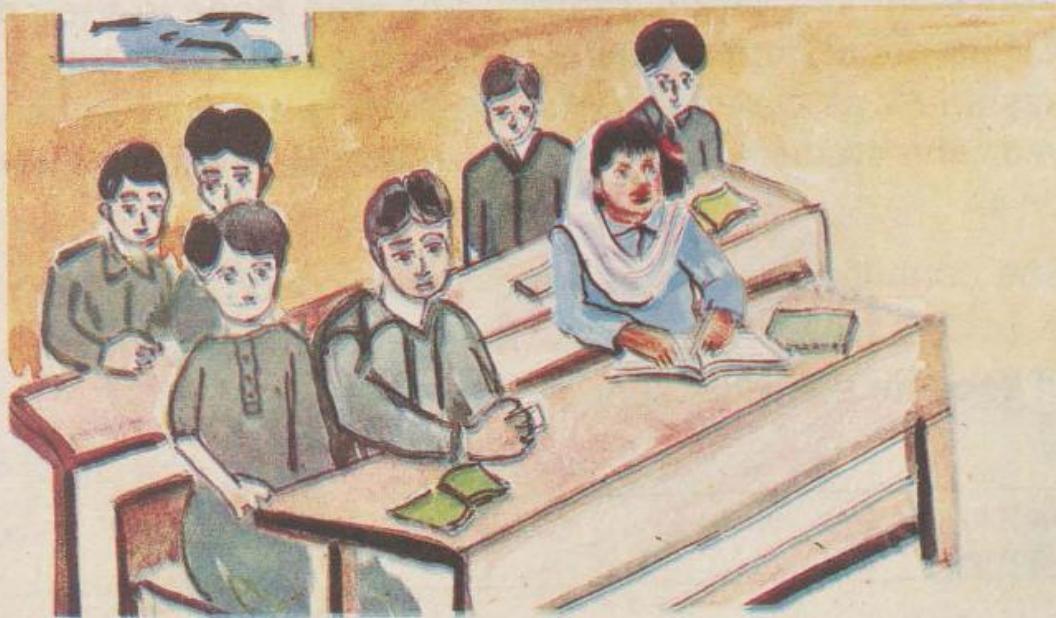
Zohra was born in a small village near Bannu. When she was five years old she started going to school with her brother Mateen. 5 She loved her school. She learnt to read and write. Her books told her about the sun, its light and heat. She also learnt about many insects, butterflies, birds and animals. She wanted to read more and more.

One day, her teacher told her about Hazarat Rufaida and 10 Florence Nightingale. Zohra said, "I want to be like them. I want to help people".

Zohra worked hard. She stood first in class 5. Her small village had only a primary school. After class 5 all the boys went to the Boys Middle School in the nearby village.

15 Zohra said to her mother, "I want to go to Middle School, too. I want to study more."

Zohra's father and mother went to the Middle School and said to the headmaster, "Zohra is good at her studies. Please, let her study in your school."



## 3.2 Zohra: A true story

## Reading

20 The headmaster was a kind man. He said, 'All right, Zohra can come with Mateen and study in the school.'

25 So Zohra was very happy. Every day she walked two miles with her brother to go to the Middle School.

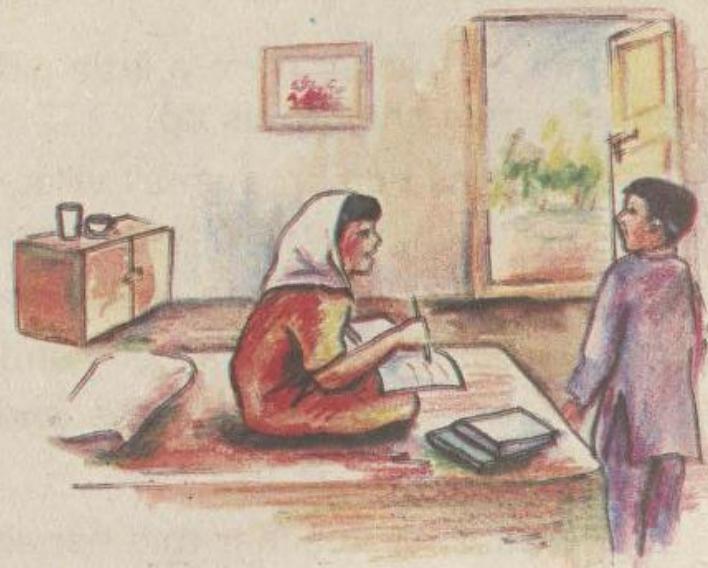
30 The villagers did not like Zohra going to the boys' school. They said, 'Zohra must stay at home with her mother'. But Zohra's mother and father replied, 'No! She will go to school. She wants to be a teacher.'

35 The villagers were angry. They said, 'She must not cross our village streets, because when our daughters see her, they will also want to go to school.'

Poor Zohra and Mateen! Now they had to take a longer route to the Middle School. They had to walk four hours to school to avoid the angry villagers.

40 Zohra worked very hard now. She was alone in the boys' school. She could not play games. She had no one to talk to, but in the class she was very good. Her teachers were kind to her. Year after year she studied, and passed her Middle Standard Examination in grade A.

45 She continued her studies in a High School and then in a College in the town. Now Zohra has finished studying in a college. She will become a teacher soon.



*Teacher's note: Ask your students to look for regular and irregular verbs and add them to your pack of cards as in Unit 1.6 page 21 and then replay the game.*

**Exercise 1:** Read the story and circle the names of all the people and places mentioned in the text.

**Exercise 2:** Read the text and tick the correct meaning of the words given below:

Example: **alone** in line 40 means: sad, lonely, without friends.

1. In line 1, **true** means: nice, real, interesting.
2. In line 12, **worked** means: studied, helped, washed.
3. In line 22, **All right** means: okay, maybe, sometimes.
4. In line 34, **cross** means: go round, go through, pass by.
5. In line 37, **route** means: way, place, time.

**Exercise 3:** What do the following words refer to in the text?

Example: In line 26, **she** refers to Zohra

1. In line 4, <b>her</b> refers to	6. In line 30, <b>They</b> refers to
2. In line 6, <b>its</b> refers to	7. In line 34, <b>our</b> refers to
3. In line 7, <b>She</b> refers to	8. In line 37, <b>they</b> refers to
4. In line 19, <b>your</b> refers to	9. In line 42, <b>Her</b> refers to
5. In line 21, <b>a kind man</b> refers to	10. In line 47, <b>She</b> refers to

### 3.2 Zohra: A true story

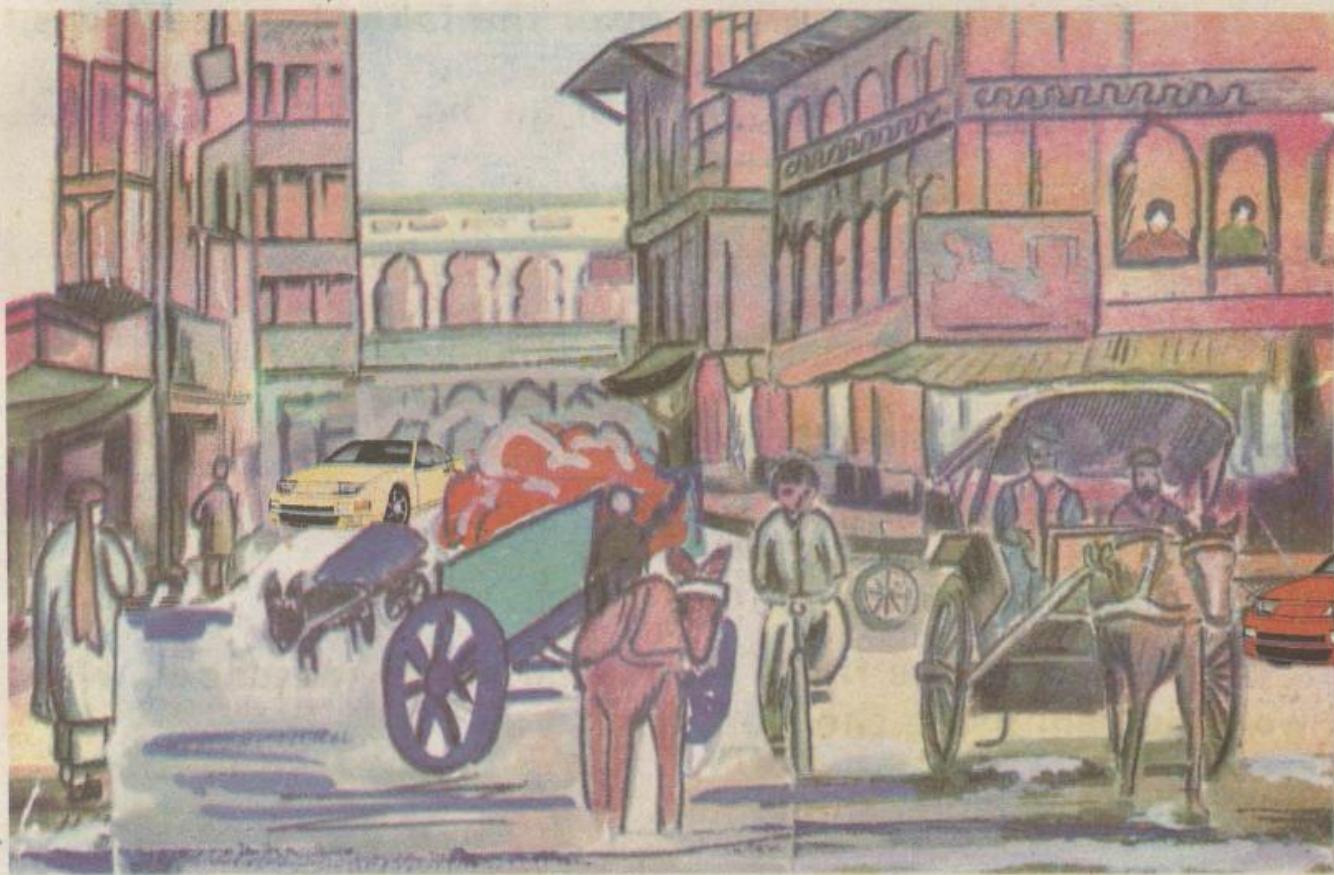
### Exercise

**Exercise 4:** Read the text and re-write sentences with the correct information.

Example: Zohra wants to be an engineer. (Incorrect)

Zohra wants to be a teacher (Correct)

1. She was born in a big town.
2. She started going to school when she was seven.
3. She didn't like her school.
4. One day her teacher told her about Fatimah Jinnah and Razia Sultana.
5. Zohra said, "I want to be like them. I want to rule my people."
6. Zohra did not work hard in her school but her mother wanted her to go to Middle School.
7. The Headmaster said, "Zohra is not good at her studies but she can come to school with her brother."
8. The villagers were very happy. They wanted to send their daughters to school also.
9. Zohra and her brother walked six hours to go to school every day.
10. Zohra did not study hard in the school so home.



Samad went to Peshawar to visit his cousin Ahmad. Ahmed lived in a flat on the first floor. In the evening Samad and Ahmed stood on the balcony and looked at the traffic on the road below. There were all sorts of carts and cars and buses on the road.

**Samad:** Look at the horse cart. It is bigger than the donkey cart.

**Ahmed:** Yes. That is because the horse is taller than the donkey.

**Samad:** And the horse cart is also moving faster than the donkey cart.

**Ahmed:** Carts are never fast. I like racing cars because they are smaller and faster than buses.

**Samad:** I also like racing cars but they cost a lot of money.

**Ahmed:** Yes, they do. But bicycles are cheaper so I will buy a bicycle first.

Perhaps I will have a car of my own one day.

### 3.3 Comparatives

### Structure practice

#### Exercise 1: Read the text and answer the following questions.

Example: Which is taller, the donkey or the horse?

The horse is taller than the donkey.

Which is bigger, a horse cart or a donkey cart?

Which moves slower, a horse cart or a donkey cart?

Which is smaller, a bus or a racing car?

Which moves faster, a bus or a racing car?

Which is cheaper, a racing car or a bicycle?

#### Exercise 2: Look at the facts below and make sentences with the words given, using the '-er' form.

Example: China is larger than India.

large	The Pacific Ocean
small	The Indian Ocean
long	The River Nile
short	The River Indus
high	The Mount Everest
low	The K-2
large	Pakistan
small	Afghanistan
large	China
small	Burma

### 3.3 Comparatives

### Exercises

**Exercise 3:** In the dialogue given below fill in the blanks with the '-er' form of the words given below:

fresh              long              happy              cheap              green

Asad: Oh! I love spring. The grass is ..... and everybody is happier.

Abid: I also love spring. The air is ..... than in the summer.

Majid: But I love summer. The days are ..... and the fruits I like are .....

Abid: My brother loves winter. The nights are ..... and he can sleep for ten hours.



**Exercise 4:** Look for someone in your class who is taller, shorter, older, or younger than you and write four complete sentences.

**Example:** Saleem is taller than I am.

### 3.3 What are they doing?

### Word order

**Exercise 5:** Rearrange the words given below to form correct sentences. Remember that these sentences are questions. They all end with a ' ?' mark.

Example: doing the? are children what

What are the children doing?

1. little the what? eating is girl
2. going mother your? where is
3. book? This are why reading you
4. house are? my when coming to you
5. is brother why crying? your



*Teacher's note: For the answers see inside back cover.*

### 3.4 My Little Brother

### Creative writing

**Exercise 1:** Here is a poem by Seemi about her brother. Write a poem about your brother or sister.

My little brother Sallo  
Has curly hair  
And a naughty look  
He takes away  
My toys, books and pencils  
And hides them under the bed.



### 3.4 Topic sentences

### Creative writing

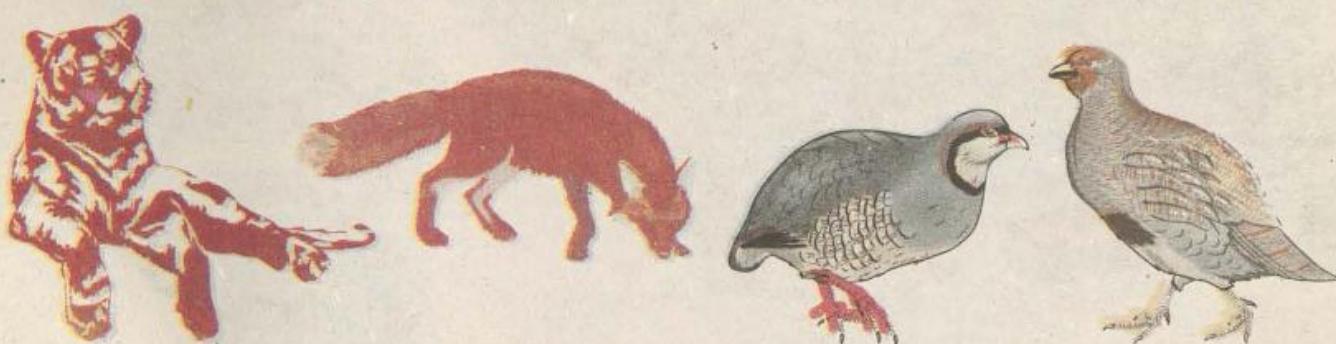
When you write a paragraph begin with a topic sentence. A good topic sentence has a controlling idea. The controlling idea gives the reader idea of what the paragraph is about.

Example: My school has two rooms. (The controlling idea is two rooms and the reader will know that you want to talk about these two rooms). **This is good example of a topic sentence.**

Example: My school is small. (There is no controlling idea and the reader will not know what you want to talk about). **This is a bad example of a topic sentence.**

Here are some topic sentences. Underline the good one.

1. a. I like my parrot Mian Mithu for two reasons.  
b. I like my parrot Mian Mithu very much.
2. a. Last weekend I went out.  
b. Last weekend I went for a picnic.
3. a. My uncle gave me a beautiful school bag.  
b. My uncle gave me a present.
4. a. It is easy to make a mask.  
b. There are seven steps in making a clay mask.
5. a. I went to the zoo.  
b. I saw many kinds of birds and animals in the zoo.



*Teacher's note: The answers are given on the inside of back cover.*

### 3.5 I can see

### Vocabulary

**Exercise 1:** Look at the things in the tree and write their names.

**Exercise 2:** Make pairs by drawing lines to join them. One pair is made for you as an example.



pencil

nest

lock

chair

ink

box

spoon

fork

door

stand

bird

saucer

candle

ball

shoe

key

table

handle

cup

pot

foot

lace

**Exercise 3: Vocabulary:** Make as many words as you can with the word:

elephant

**Exercise 4: Dictionary Skills:** Put the words in alphabetical order.

**Exercise 5: Writing:** Use as many of these words as you can in sentences.

**Exercise 6: Fill the slide with things in the garden.**



**Exercise 7: Look at the pictures and write one sentence about what Tillu is doing.**

1



behind

2



on

3

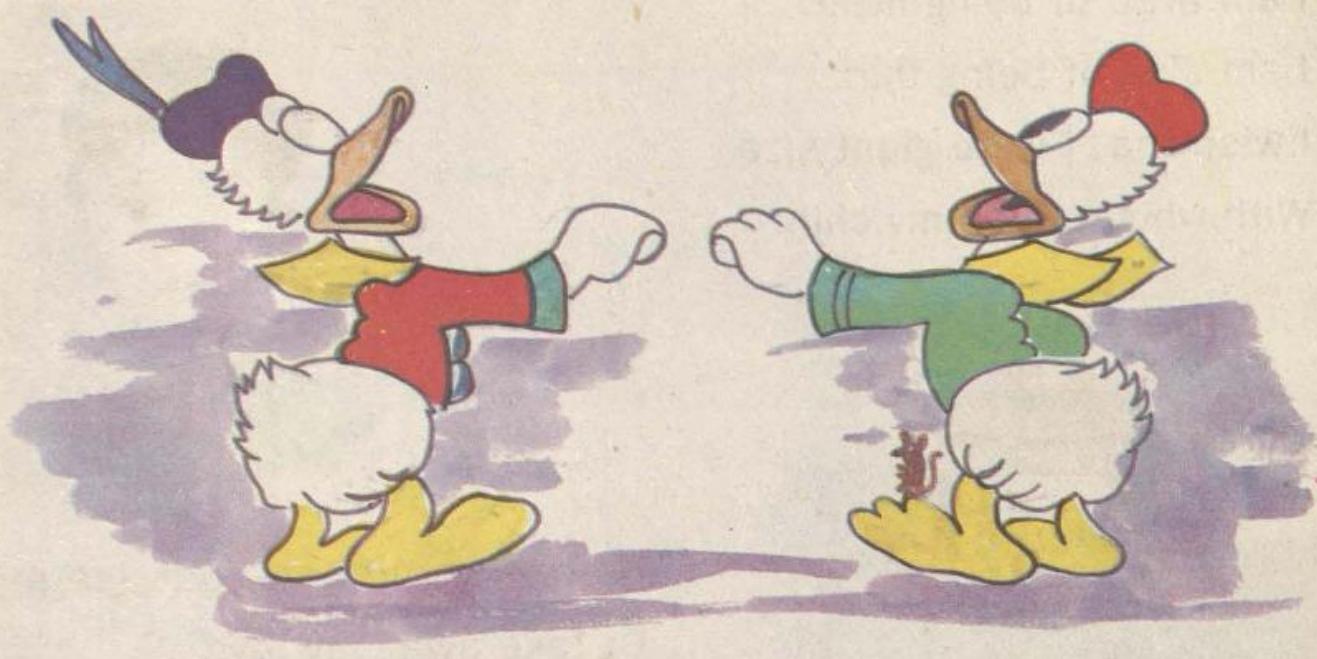


up

*Teacher's note: Ask some students to act out the different tasks. Then let the class guess which task each student is performing.*

### 3.6 Spot the differences

Fun



A

B

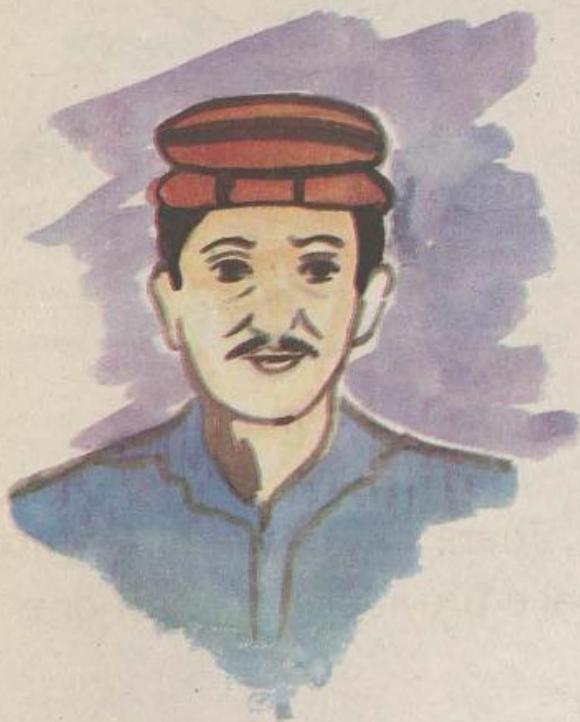
Look at these two drawings carefully. There are twelve differences. Write down the differences in the space provided. The first one has been completed for you.

1. A rat on the left foot in picture B. 7.....
- 2..... 8.....
- 3..... 9.....
- 4..... 10.....
- 5..... 11.....
- 6..... 12.....

### 3.6 I Wish...

### Poem

I am tired of being little,  
I am sick of being thin,  
I wish that I were giant size  
With whiskers on my chin.



If were ten foot three,  
I wish that I were giant size  
instead of small like me.

### Tongue Twister

Did he say I said you said she said that?  
Yes, he did. He said you said she said that.

*See Teacher's note in Unit 1.6 page 22 and 24.*



No one would dare to tease me  
Or take away my toys,  
For I would be much bigger  
Than the biggest of the boys.  
I'd never be afraid again.



## 4.1 In a Class-room

## Oral

Teacher: Where's your book?

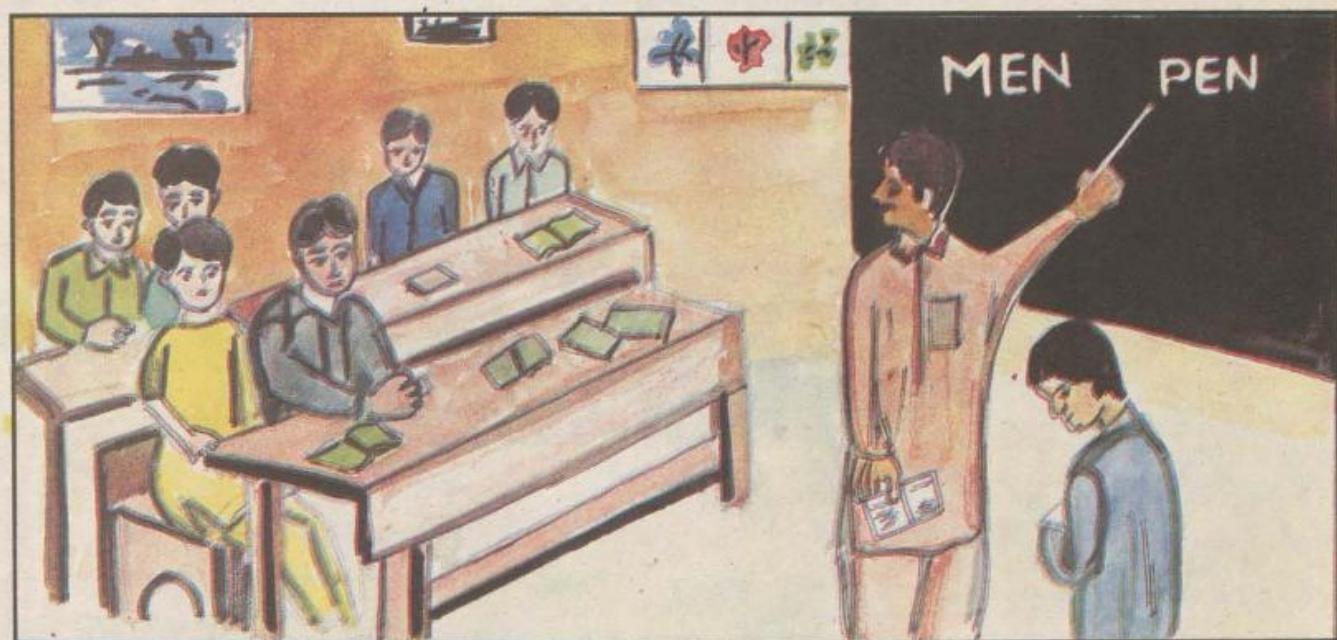
Student: I left it at home.

Teacher: Where's your notebook?

Student: I forgot to bring it.

Teacher: I am very angry with you.

Student: I'm really sorry. I won't do it again.



Looking for something

**Student:** I can't find my pencil! Where could it be?



**Teacher:** Look in your pencil case.

**Student:** No, it isn't there. Oh, where is my pencil?

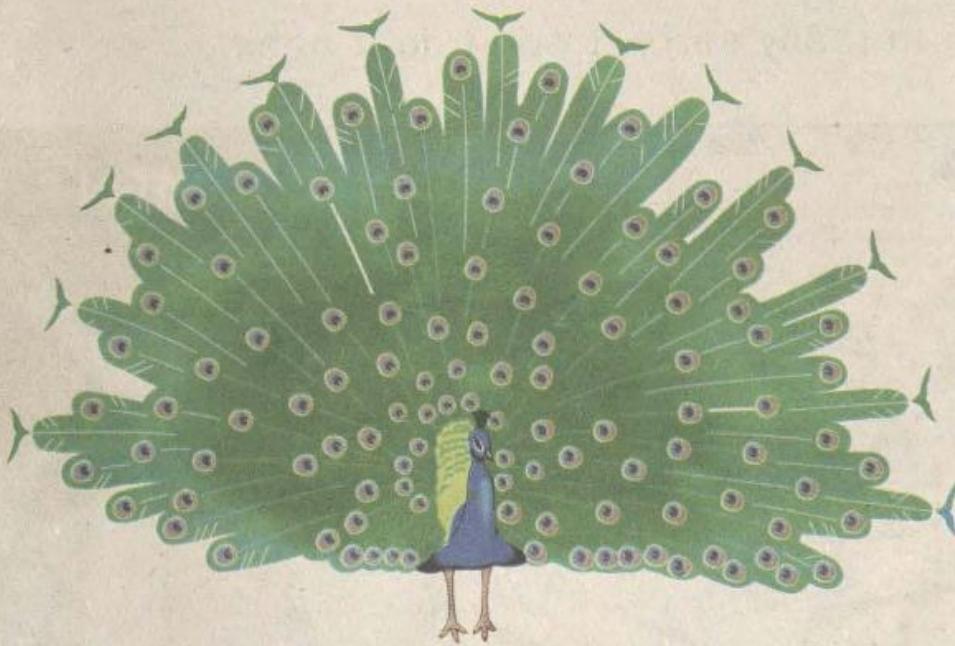
**Teacher:** Look under your chair.

**Student:** Yes. Here it is! Thank God I found my pencil.

**The sad story of my peacock.**

I used to have a pet peacock called Taoos. I loved him very much. My father said to me that "peacocks are very useful because they eat the worms, snails, insects and other pests that spoil the crops".

Our village has lots of large fields around and Taoos used to 5 wander in them all the time. In the evening he would come back home and dance beautifully.



One evening Taoos did not come home. I was worried about him and wanted to search for him. I thought someone had trapped him. 10 'Taoos might have found a friend', laughed my father. 'You see. Tomorrow he will come back with her!'

I did not sleep for a moment that night. As soon as it was morning we started searching for Taoos. I went to his favourite tree. He was not there. I went to the bushes near the pond. 15 He was not there. Then I went into the fields. I called 'Taoos, Taoos.' He did not come. Then I whistled but there was still no Taoos.

## 4.2 A Sad Story

## Reading comprehension

A farmer was ploughing his field. 'What are you looking for?' he asked. 'My pet peacock, Taoos', Saifullah said, 'did not come back last night. Have you seen him anywhere?.'

'A peacock? I shot one last night because I like eating peacocks' he said. 'Was the peacock wearing a silver ring on his foot?' I asked fearfully.

'Yes, he was' replied the farmer.

25 'Oh, my poor Taoos!' I started sobbing. 'He used to dance so beautifully.' I cried and cried. My eyes were red. The farmer wanted to console me but I could not stop crying. Then the farmer said, 'I am sorry little boy, I promise never to shoot a peacock again.'

30 My Taoos was dead but at least other children's peacocks in my village were now safe. (Written by Saifullah)



*Teacher's note: Ask your students to look for regular and irregular verbs and add them to your pack of cards as in Unit 1.6 page 21 and then replay the game.*

## 4.2 A Sad Story

## Exercises

**Exercise 1:** Read the text and find out how many times the word 'night' appears in the text.

**Exercise 2:** Read the text and match the words given below.



pet	creature harmful to plants
Snail	search
pest	go from place to place
spoil	crying
wander	favourite tame animal
look for	comfort in time of sorrow
trapped	small slimy animal without legs
	make unfit for use
sobbing	
console	caught

**Exercise 3:** What do these words refer to in the text?

1. In line 1, **I** refers to
2. In line 2, **they** refers to
3. In line 5, **them** refers to
4. In line 5, **he** refers to
5. In line 7, **him** refers to
6. In line 11, **her** refers to
7. In line 13, **I** refers to
8. In line 13, **his** refers to
9. In line 15, **He** refers to
10. In line 19, **My** refers to
11. In line 21, **I** refers to
12. In line 27, **me** refers to

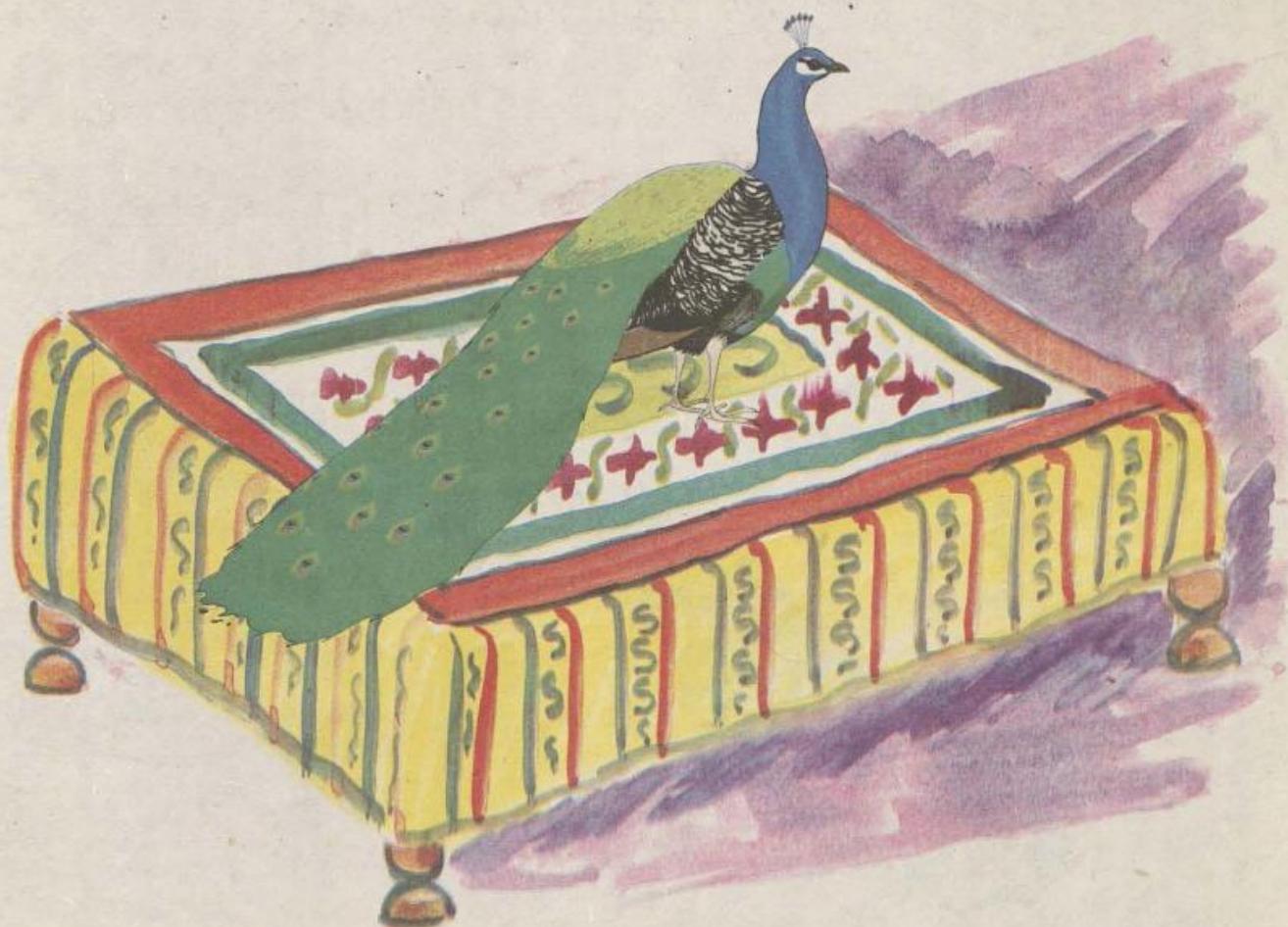
## 4.2 A Sad Story

## Exercise

**Exercise 4: Who said what? Read the text and write down the names of the persons who made the following statements:**

Example: 'Taoos, Taoos'. (*Saifullah*)

1. What are you looking for?
2. 'He did not come back last night.'
3. 'Tomorrow he will come back with his peahen!'
4. 'I like eating peacock.'
5. 'Was the peacock wearing a silver ring on his foot?'
6. 'Yes, he was.'
7. 'Oh, my poor Taoos.'
8. 'I promise never to shoot a peacock again!'



## 4.2 A Sad Story

## Exercise

**Exercise 5:** Read the text and write in the words that complete the story below

Saifullah was.....years old. He loved his pet.....Taoos very much. One.....Taoos did not come.....Saifullah did not sleep all night. In the morning he started looking.....Taoos. He looked everywhere but could not.....Taoos. He met a.....and asked him. 'Have.....seen my peacock anywhere?.....was wearing a silver ring on his foot.'

The farmer said, "Oh I.....one last night because I.....eating peacock." "Saifullah cried and.....Then the farmer said, "I am..... I.....not to shoot a peacock ever again".



## 4.3 When Grandma Was a Child

Used to

**Jamila:** Grandma, tell me about your childhood.

**Grandma:** Oh, I used to be very naughty.

**Jamila:** What did you do?

**Grandma:** I used to climb trees.

**Jamila:** What's wrong with that?

**Grandma:** My mother did not like it. She used to be angry with me.

**Jamila:** What else did you do?

**Grandma:** I used to waste a lot of water.

**Jamila:** How?

**Grandma:** I used to bathe the chicks.

**Jamila:** Why did you do that?

**Grandma:** Because they were always dirty.



*Teacher's note: Read 'used to' as 'use to'.*

**Exercise 1:** Read the text and fill in the box given below.

Jamila's grandmother	used to	be very naughty.
Jamila's grandmother	used to	
Jamila's grandmother	used to	
Jamila's grandmother	used to	

**Exercise 2:** Using the boxes above write four sentences about Jamila's grandmother.

**Exercise 3:** Write five things you used to do when you were in Class 2.

*Example:* When I was in Class 2, I used to collect feathers.



**Exercise 4:** Find out from your grandmother, grandfather and parents what they used to do when they were five years old. Then write ten sentences about them.

*Example:* My grandfather used to walk to school every day.

**Exercise 1: Rewrite the following words in the proper order.**

used live my years building ago in this fifty to grandparents

My grandparents used to live in this building fifty years ago.

1. a ago live years village ten used we in to
2. teacher tree the under teach used the us to
3. field in grow used rice we this to
4. Karachi to they go year used to every
5. was swim used my to child when brother a he
6. Used horse was a my to young when ride sister she

Happiness is eating ice-cream on a hot day.

Happiness is swimming in a pond.

Happiness is hearing the cuckoo sing.

I was happy when Abba came home.

I was happy when I won a running race.

**Exercise 2: What makes you happy? Write about things that make you happy.**



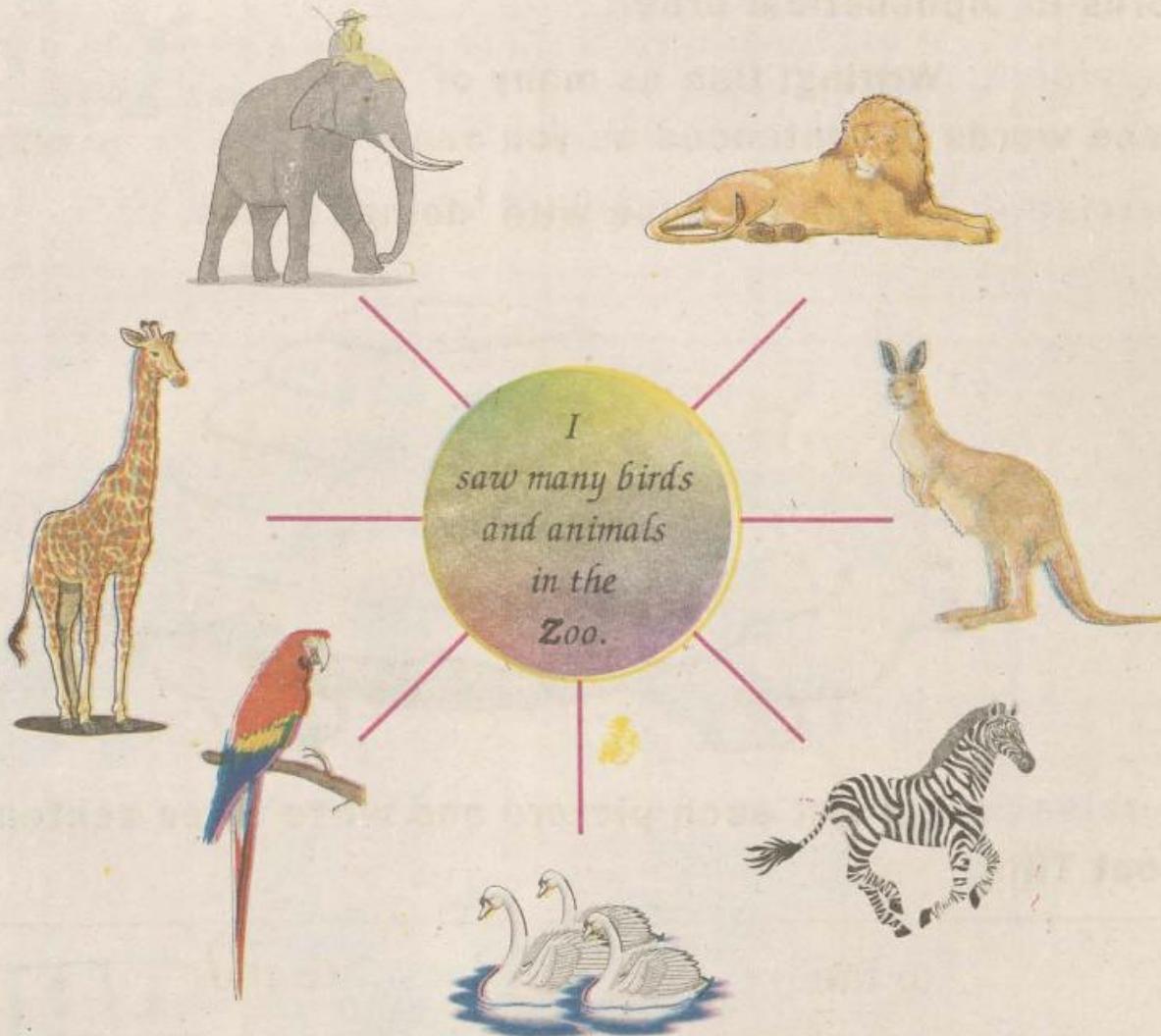
## 4.4 Paragraph writing

## Exercise

**Exercise 2:** Lets us study the following topic sentence.

We saw many birds and animals in the zoo.

**Can you think of what you would see in the zoo? Below are seven ideas, but you can add some more of your own if you wish.**



**Exercise 3:** Write a paragraph using the topic sentence given above. Use your own ideas too.

**Exercise 4:** When you have written your paragraph draw a picture of the zoo.

*Teacher's note: Encourage your students to talk about what they might see in the zoo.*

**Exercise 1: Vocabulary:** Make as many words as you can with the word:

farmyard

**Exercise 2: Dictionary skills:** Put the words in alphabetical order.

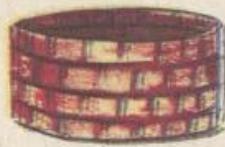
**Exercise 3: Writing:** Use as many of these words in sentences as you can.

**Exercise 4: Fill the tortoise with 'doing' words.**



**Exercise 5: Look at each picture and write three sentences about Tillu.**

to the



to the



in the



*Teacher's note: Pronounce 'Tortoise' as 'tor-tus'*

## 4.6 Shining Things

### Poem

I love all shining things: the lovely moon,  
The silver stars at night, gold sun at noon,  
A glowing rainbow in a stormy sky,  
Or bright clouds hurrying when the wind goes by.  
I love the shiny buttons on my coat.  
I love the bright beads around my mother's throat.  
The beauty of all shining things is your and mine.  
It was a lovely thought of God to make things shine.

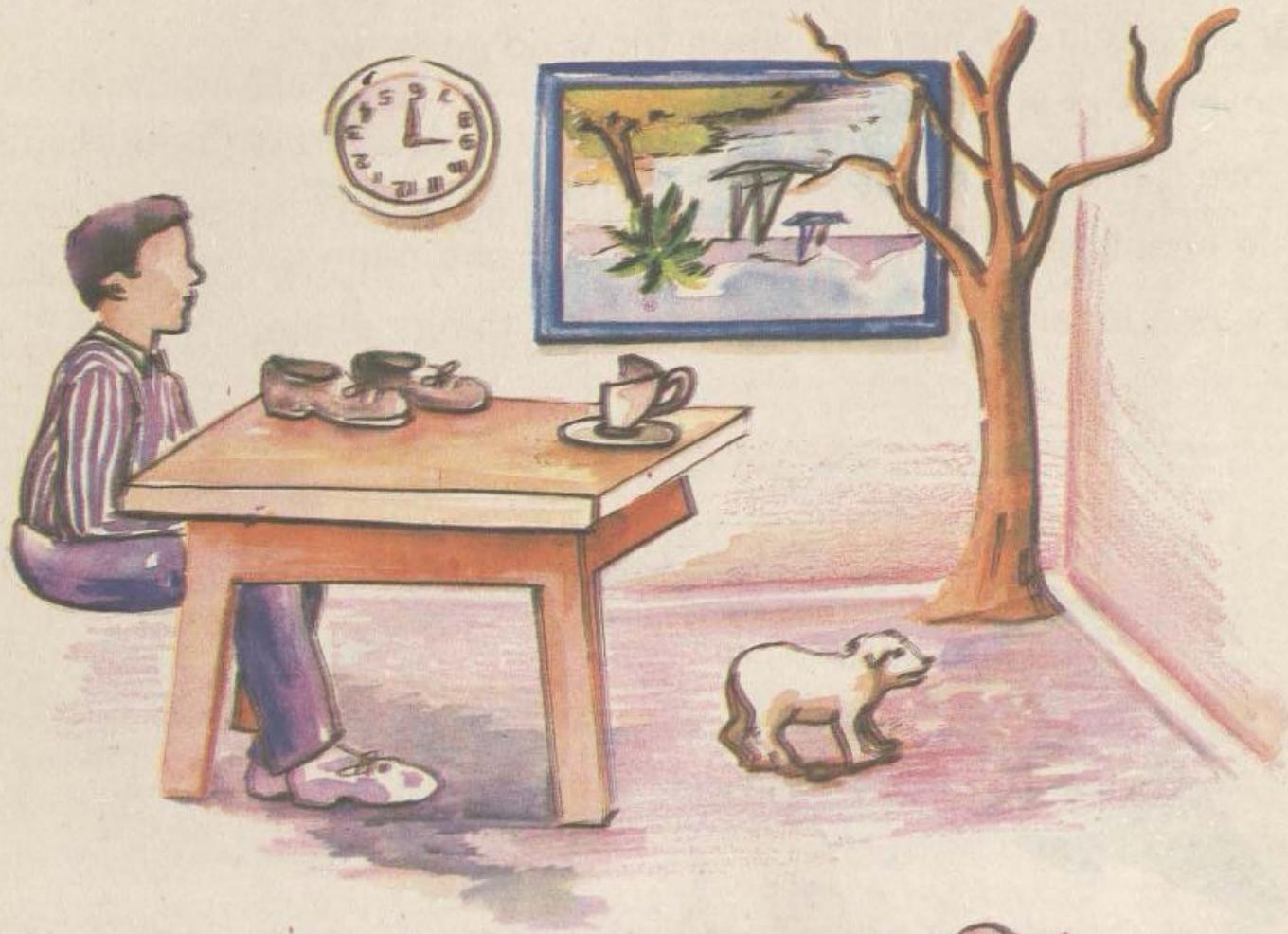


See Teacher's note in Unit 1.6, page 22.

## 4.6 What's wrong?

Fun

Can you find at least five things that are wrong in this picture?  
Cross out the things that are wrong.



### Tongue twister

Fuzzy wuzzy was a bear  
Fuzzy wuzzy had no hair  
Fuzzy wuzzy wasn't fuzzy  
Was he?



See Teacher's note in Unit 1.6. page 24

## 5.1 Let's play

## Oral



**Zahid:** Let's go out to play.

**Mamoonah:** No, I want to do my English homework first.

**Zahid:** I'll do mine, too. Where's Ghazala?

**Mamoonah:** She is also doing her homework.

**Zahid:** Okay. We'll do our homework first. When we have finished, we'll go and play.

**Mamoonah:** Okay, fine.

*Teacher's note: You can focus on: 1) 'I want to do X first. After that we can do Y', using different words for X and Y. 2) Disagreeing: 'Let's do X. No, I want to do Y.' 3) Agreeing: 'I'll do X too.' 'Okay, fine.'*

## 5.2 Up, Up and Away Reading comprehension



One fine day, Saleem and his sister Shaista were sitting by the canal. They looked up into the blue sky. Lots of birds were soaring in the sky. Some were flying in a flock together. Others were flying alone.

5

'Oh, I wish we could fly like the birds. It would be wonderful to see our village from the sky. We could look down into the yards and fields and see what our friends were doing', said Shaista.

We could see the roads and canals from above and even see the buses on their way to Peshawar,' said Saleem, but we never will 10 be able to fly.'

'Why not?' said Shaista. 'Let's find our friends and make a flying machine.'

So they called all their friends in the village. 'Let's try and make a huge balloon' they said.

## 5.2 Up, Up and Away    Reading comprehension

15 'How big will the balloon be?' their friends asked.

'Very, very big,' said Shaista.

'What shall we need for it?

'First we will gather lots of plastic bags and plastic sheets that other people have thrown away. Then we'll cut big shapes like giant mango leaves and stick them all together with glue,' said

16 Saleem.



So they gathered the plastic bags and sheets and cut them into the special shapes.

20 Then they stuck them all together. Oh, what a huge balloon they made! It really was the biggest balloon ever made in NWFP.

Then the children went to their mother. 'Can we please have your big vegetable basket?

'Sure' She said, 'Here you are'.

25 They tied the basket to the balloon. Then they lit a fire which filled the balloon with hot air. Slowly the balloon grew huge and round and gently it lifted up the basket in which Saleem and Shaista were sitting.

## 5.2 Up, Up and Away    Reading comprehension

Up and up it rose. Saleem and Shaista could see the village, the 30 fields, the mosque and the railway. They could even see as far as the giant river Indus.

Just then a crow flew by and his sharp beak made a hole in the balloon. Saleem Shaista, balloon, basket and all started falling down to the ground. Down and down they fell until luckily they

35 landed on a large pile of hay and

the balloon collapsed  
around them. All their  
friends came running,  
hoping for a ride,

40 but the balloon  
could not be mended  
as they had used  
all the plastic  
bags in the village.

45 So Saleem and  
Shaista were the  
only children in that  
village who ever flew  
with the birds.



**Exercise 1:** Read the text and then put these sentences in order to make a paragraph. Begin with:

*Example:* One fine day Shaista and Saleem were sitting by the canal.

Shaista wished she could fly like the birds.

They tied the basket to the balloon.

So they called all their friends to help them.

They lit a fire which filled the balloon with hot air.

They started falling down and until they landed on a large pile of hay.

So Saleem and Shaista were the only children in that village who ever flew with the birds.

Shaista said, 'Let's find our friends and make a flying machine.'

The balloon grew huge and round and gently it lifted up the basket.

They cut the plastic bags into the special shapes.

First we will gather lots of plastic bags and plastic sheets.

Can we please have your big vegetable basket?

Just then a crow flew by and his sharp beak made a hole in the balloon.

**Exercise 2:** Read the text and copy out all the words after which the word 'the' has been used.

*Example:* the **canal**



**Exercise 3:** Read the text and circle the words with the correct meaning.

<b>Example:</b> <b>huge</b>	a) very large	b) round	c) heavy
<b>beak</b>	a) bird's mouth	b) bird's face	c) bird's foot
<b>soaring</b>	a) flying	b) rising high	c) shining
<b>mend</b>	a) repair	b) join	c) re-start
<b>stuck</b>	a) unable to move	b) broken	c) planted
<b>enormous</b>	a) very large	b) empty	c) having energy
<b>giant</b>	a) small	b) very big	c) very hard
<b>collapsed</b>	a) folded	b) broke	c) burst

**Exercise 4:** What do the following refer to in the text?

*Example:* In line 1, **his** refers to **Saleem**.

1. In line 2, <b>They</b> refers to	7. In line 27, <b>It</b> refers to
2. In line 5, <b>we</b> refers to	8. In line 29, <b>it</b> refers to
3. In line 18, <b>them</b> refers to	9. In line, 30, <b>they</b> refers to
4. In line 20, <b>they</b> refers to	10. In line 34, <b>they</b> refers to
5. In line 22, <b>we</b> refers to	11. In line 37, <b>their</b> refers to
6. In line 25, <b>they</b> refers to	12. In line 48, <b>who</b> refers to

### 5.3 Going to Swat Valley

### Future tense

**Jibran:** What will you do in the holidays?

**Shahid:** I'll go to Swat with my brother for a few days.

**Jibran:** That sounds fun! How will you go there?

**Shahid:** We'll take a bus on Thursday morning from Peshawar.

We'll arrive at the Mingora bus stop in the afternoon.

**Jibran:** And then?

**Shahid:** We'll take a taxi to Butkada in Said Sharif.

**Jibran:** Will you hire a guide?

**Shahid:** No, no! My uncle Makeen Khan will meet us at the museum where he works as a Director. He lives near Butkada and he will tell us its history himself.

**Jibran:** You will really have a good time. So, goodbye! Enjoy yourself.

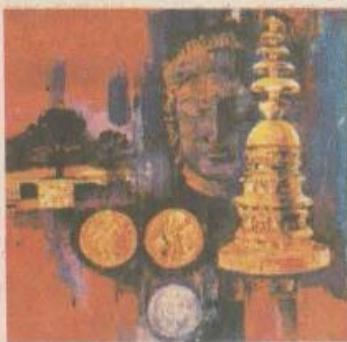


## 5.3 Going to Swat Valley

## Exercises

**Exercise 1:** In Saidu Sharif Jibran and Shahid will visit the museum. Write five sentences about what they will see there.

*Example:* They will see some old coins.



**Exercise 2:** Imagine that you are a railway clerk. People ask you about different trains and stations. What will you say to them? Look at the timetable below and give the correct information.

*Example:*

Passenger: When will the Chenab Express leave Peshawar for Karachi?

Railway Clerk: The Chenab Express will leave Peshawar at 8.25 p.m.

TRAIN	DEPARTURE		ARRIVAL	
	TIME	PLACE	TIME	PLACE
Chenab Express	8.25 p.m.	Peshawar	11.00 a.m.	Karachi
Khyber Mail	9.25 p.m.	Peshawar	3.45 p.m.	Multan
Khushal Express	6.55 p.m.	Peshawar	8.20 a.m.	Kot Addo
Abasin Express	6.00 a.m.	Peshawar	10.35 a.m.	Quetta

There will be a fair in the village on Friday. The children of class 5 will go to the fair. They will do different things at the fair. In the picture below the children have written on their balloons what they will do.

**Exercise 3:** Link each child with his or her balloon and write down what each child will do at the fair. The empty balloon is for you. Fill in what you will do at the fair. Draw a picture of yourself in the circle and write your name at the end of the circle



**Exercise 4:** Write a few sentences about what you will do when you grow up.

**Exercise 5:** Rewrite the following sentences in the correct order.

*Example:* Will dentist grow a I up be I when  
I will be a dentist when I grow up.

1. to the I Lahore will holidays in go
2. will my new tomorrow shoes mother me buy for
3. a will Friday football next they match play
4. he television will in evening watch the
5. class will year to next go 6 we

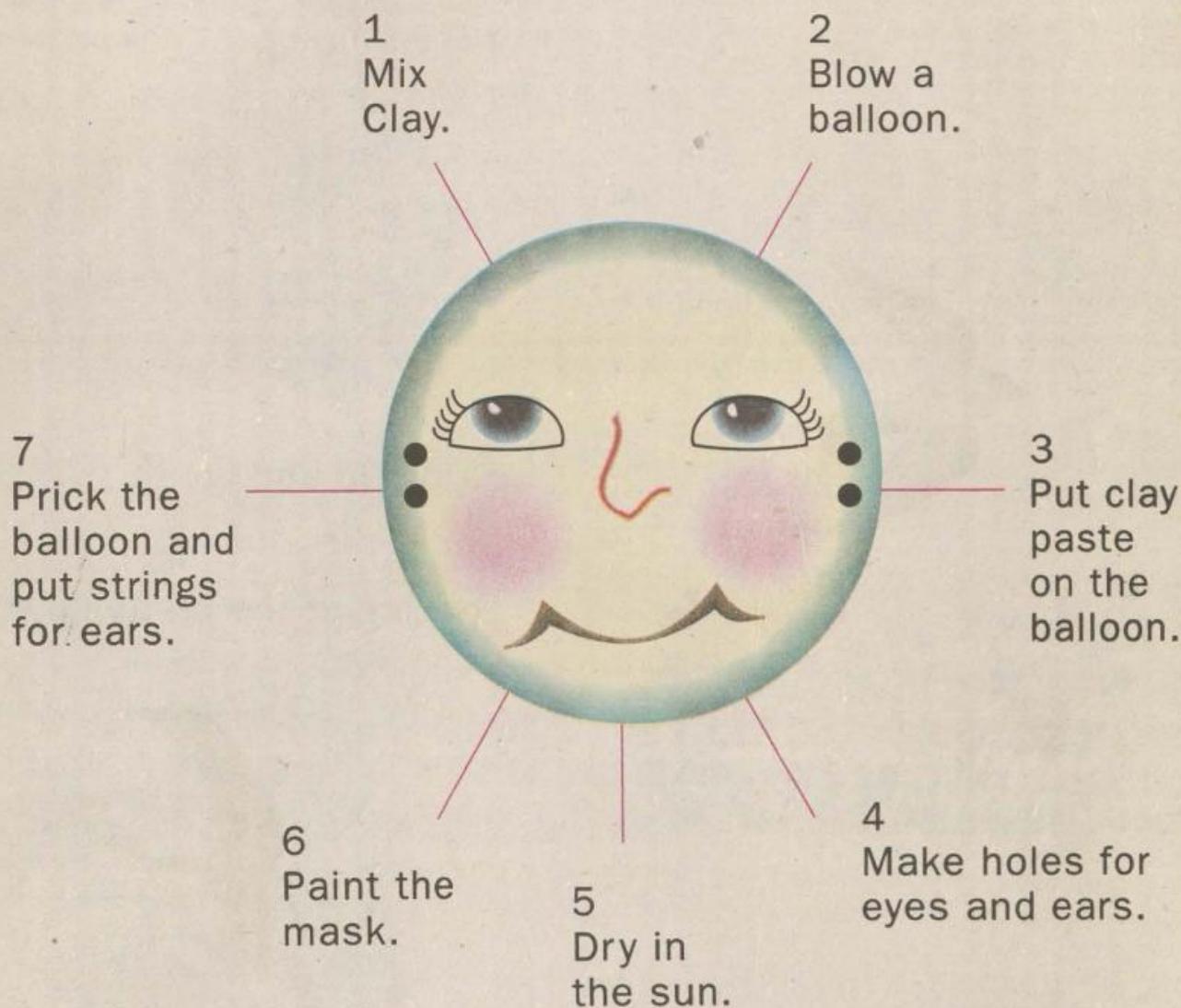


*Teacher's note: The answers are given on the inside back cover.*

## 5.4 Making a Mask

## Creative writing

**Exercise 1:** Write down your ideas on how to make a clay mask. You can get help from the drawing below.



**Exercise 2:** Now use your ideas to write a paragraph on making a mask. Use words such as first, next, then, finally, to show the different steps in making the mask.

## 5.4 I Wish I were a Cuckoo bird

## Poem

I wish I were a cuckoo bird  
Flying up and up  
In the cool blue sky.



Singing like the cuckoo bird  
Coo coo coo  
And pecking sweet mangoes.



Flying up and up  
Under the shining sun  
Looking at the pretty flowers.



**What do you wish to be? Write about it. Imagine things you would do if your wish came true.**

## 5.5 Kangaroo words

Fun

**Exercise 1: Vocabulary:** Make as many words as you can with the word:

hospital

**Exercise 2: Dictionary Skills:** Put the words so made in alphabetical order.

**Exercise 3: Writing:** Use as many of these words as you can in sentences.



**Exercise 4: Fill the truck with names of animals.**



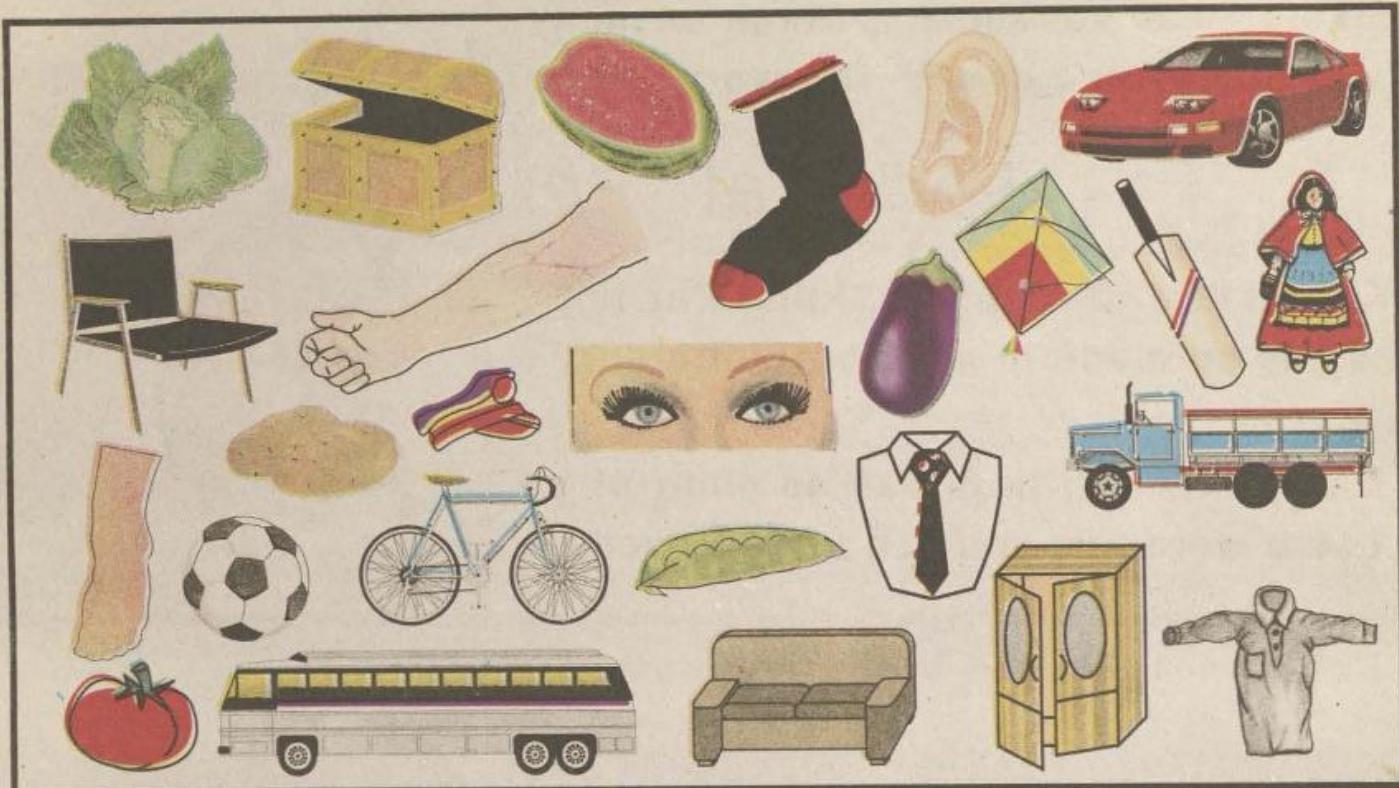
**Exercise 5: Look at the pictures and write one sentence about each one of them.**



Teacher's note: See Unit 1.5 page 19.

## 5.5 Naming things

Fun



**Exercise 1:** Name all the things in the above box.

**Exercise 2:** Now list them separately under the following headings:

Vegetables

Clothes

Furniture

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---

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Parts of body

Transport

Toys

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## 5.6 Flying

## Poem

I saw the moon  
One windy night  
    Flying so fast  
All silvery and white  
    Over the sky  
    Like a toy balloon  
Loose from its string:  
    A runaway moon.



The frosty stars went racing past  
    Chasing her on ever so fast  
    Then someone said  
    It's the clouds that fly,  
    And the stars and moon  
    Stand still in the sky.'  
But I don't mind, I saw the moon  
    Sailing away like a toy balloon.

## 5.6 What does it say?

Fun

This is a code:

**Y**

**N**

**<S**

**M**

**R**

**F**

**E**

**T**

**U**

**A>**

**O**

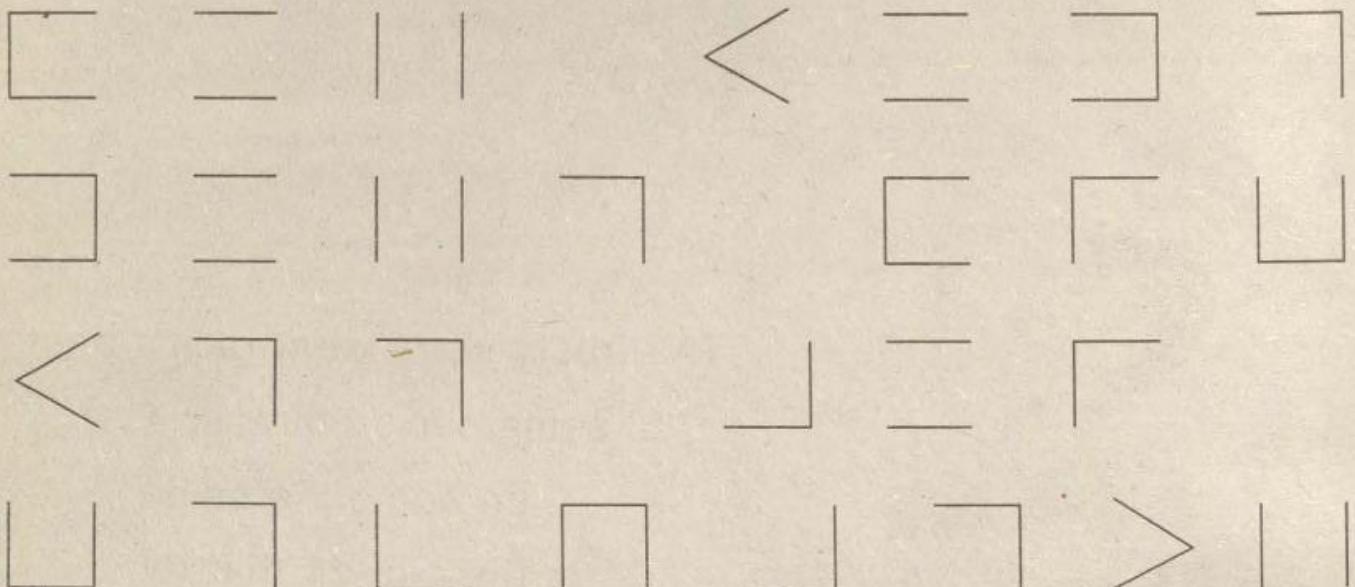
**X**

To find the letters, match them with the shapes around them.

Example

**— O — N — E — M — O — R — E —**

What does this say?



See answer on the inside back cover.

## ANSWERS

**Unit 1**
**1.2. Exercise:5**

1. Aspa (2) Memna (3) Mano (4) Moti (5) Gurg.

**1.3. Exercise:5**

1. Boy is chasing the cow.
2. A boy is climbing the tree.
3. The women are sitting under the tree.
4. The farmer is reaping the crop.
5. The birds are flying in the sky.

**1.6. Irregular Verbs:** Go(went), Come(came), Feel(felt), Hide (hid), Keep(kept), Run(ran),  
Bite(bit), Give(gave), Fall(fell), Drink(drank), See(saw), Sit(sat).

**Unit 2**
**2.2. Exercise:5**

(1) Aunt Sakina (2) Afzal (3) Zeenat (4) Afzal (5) Kiln (6) Afzal, Sakina & Zeenat (7) Uncle Jamal.

**2.3. Exercise:5**

- (1) Asma was cutting potatoes, onions and tomatoes.
- (2) Mother was washing some plates, spoons and cups.
- (3) Rani was playing with a doll.
- (4) Masood was putting erasers, pencils and books in his bag.
- (5) Yasmin was eating biscuits, toffees and bananas.

**Unit 3**
**3.2. Exercise:3**

(1) Zohra (2) Sun (3) Zohra (4) Headmaster (5) Headmaster (6) Villagers (7) Villagers (8) Zohra and Mateen (9) Zohra (10) Zohra.

**3.3. Exercise:5**

- (1) What is the little girl eating?
- (2) Where is your mother going?
- (3) Why are you reading this book?
- (4) When are you coming to my house?
- (5) Why is your brother crying?

**3.4. Topic sentence:** 1a, 2b, 3a, 4b, 5b.

**3.5. Exercise:2**

Pencil-box, Key-lock, Ink-pot, Spoon-fork, door-handle, bird-nest, candle-stand, shoe-lace, table-chair, cup-saucer.

**Unit 4**
**4.2. Exercise:3**

(1) Saifullah (2) Peacocks (3) Fields (4) Taoos (5) Taoos (6) Peahen (7) Saifullah (8) Taoos (9) Taoos (10) Saifullah (11) farmer (12) Saifullah

**Unit 5**
**5.2. Exercise:4**

(1) Saleem and Shaista (2) Saleem and Shaista (3) Plastic Sheets. (4) Shaista, Saleem and Friends (5) Saleem and Shaista (6) Saleem Shaista. (7) Balloon (8) Balloon (9) Saleem Shaista (10) Saleem Shaista (11) Saleem and Shaista (12) Saleem and Shaista.

**5.3. Exercise:5**

- (1) I will go to Lahore in the holidays.
- (2) My mother will buy new shoes for me tomorrow.
- (3) Next Friday they will play a football match.
- (4) In the evening he will watch television.
- (5) Next year we will go to class 6.

**5.5. Exercise:2**

Vegetable	Clothes	Furniture	Parts of the body	Transport	Toys
Brinjal	Socks	Box	Eyes	Bicycle	Bat
Cabbage	Cap	Chair	Ear	Bus	Ball
Tomato	Necktie	Desk	Foot	Truck	Kite
Potato	Shirt	Sofa	Arm	Car	Doll
Pea		Cupboard			
Watermelon					

### List of irregular verbs used in the book

Present	Past
Become	Became
Buy	Bought
Cry	Cried
Eat	Ate
Fall	Fell
Find	Found
Fly	Flew
Forget	Forgot
Get	Got
Grow	Grew

Present	Past
Have	Had
Hear	Heard
Learn	Learned
Leave	Left
Light	Lit
Make	Made
Rise	Rose
Say	Said
Shoot	Shot
Sleep	Slept

Present	Past
Spoil	Spoilt
Stand	Stood
Stick	Stuck
Take	Took
Tell	Told
Think	Tought
Try	Tried
Wake	Woke

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